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ABSTRACT

The Drug-Free School Recognition Program is a competitive evaluation and award program that acknowledges those public and private elementary and secondary schools with successful substance abuse prevention or reduction programs. Strategies and activities utilized by the 47 winning schools, which underwent an extensive nomination and review process, are highlighted in this report. Effective prevention strategies, or "indicators of success," are as follows: recognition and assessment of drug problems; clearly defined, enforced, and publicized policies; comprehensive substance abuse education curricula; staff development; and student, parent, and community involvement. A table depicting the outstanding components of each program is included, and individual programs are described in separate entries. The entry for each program provides: the "indicators of success" found to be especially outstanding in this program (e.g., teaching drug prevention); demographic profile--grades, enrollment, percentage of low income group, percentage of minority populations, and percentage of whites; brief narrative description of the program; and information concerning the contact person. 1987-88 program winners, 1988-89 steering committee members, and 1988-89 program review panelists/site visitors. (LMI)

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Profiles of Successful Drug Prevention Programs

Drug-Free School Recognition Program 1988–89

EA 022 130

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PROFILES OF SUCCESSFUL DRUG PREVENTION PROGRAMS 1988–89

DRUG-FREE SCHOOL RECOGNITION PROGRAM

Recognition Division, Programs for the Improvement of Practice
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5645

U.S. Department of Education
Lauro F. Cavazos
Secretary

Office of the Secretary
Drug Abuse Prevention Oversight Staff
Dick W. Hays
Director

Office of Educational Research and Improvement
Christopher T. Cross
Assistant Secretary

Programs for the Improvement of Practice
Nelson Smith
Director

May 1990

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FOREWORD

President Bush called the scourge of drug abuse the most pressing matter on our Nation's agenda. Polls have shown that Americans across the country agree. Since passage of the Anti-Drug Abuse Act of 1986, which gave the Department of Education (ED) authority to carry out Federal education and prevention activities, ED has worked aggressively to help combat drug use by youth.

The Department has implemented some 15 programs aimed at providing information, technical assistance, and financial support for school-based drug prevention efforts. Among these programs is the Drug-Free School Recognition Program, which seeks to focus national attention on those schools that are succeeding in their drug prevention strategies.

During the past two school terms, the Drug-Free School Recognition Program has received nominations from 450 public and private elementary and secondary schools. Seventy-seven of these schools have been nationally recognized.

The recognition itself is not costly—a plaque, a flag, and a ceremony in Washington, D.C.—but the impact is tremendous. Schools and communities work together to implement a program that meets the needs of their students. They know all of our children need drug prevention education, and when that work is rewarded, a sense of pride and a renewed commitment to continue improving develops.

A principal from a winning school wrote: "When those of us in the trenches are recognized and celebrated, it is the type of fuel which energizes our desire to continue taking such an active role in this national campaign to combat drugs with the mightiest of weapons—education."

Another put it this way: "Our school community is greatly encouraged by this national recognition. The drug issue is a global issue of concern to all humankind. The Department of Education's commitment to face this challenge is a significant statement to our schools and to United States citizens."

Because we know the Drug-Free School Recognition Program serves as a standard by which to judge an effective drug prevention program, our winning schools are held up as models not only for schools that are striving for national recognition, but also for schools that are still in the beginning stages of developing their drug prevention programs.

With this responsibility in mind, we have compiled *Profiles of Successful Drug Prevention Programs*. Each entry highlights the techniques, strategies, and activities utilized by the 47 winning schools from the 1988–89 Drug-Free School Recognition Program. Our intention is to provide you and others interested in developing or improving prevention programs with information on approaches that have been effective. The summaries focus on the individual methods employed to combat student drug use. We urge you to contact those schools that can best serve as models for your program.

We as a Nation are face-to-face with the problems of drug use among our children. And as a Nation, we know that the education of our children is our most valuable defense against this scourge. Please join us in this fight for life and encourage your school and community to become drug free.

Ed Argenbright, Ed.D.
Director, Recognition Division

ABOUT THE RECOGNITION PROGRAM

The Drug-Free School Recognition Program was established in 1987 to focus national attention on successful drug prevention efforts in schools. It is a competitive evaluation and award program to identify and recognize public and private elementary and secondary schools whose comprehensive prevention programs have succeeded in preventing or reducing student substance use. The goals of the program are to focus national attention on drug prevention efforts in schools; to demonstrate by example that drug-free schools can be achieved and maintained by communities that strive for them; and to offer models of successful prevention programs that other school systems can emulate.

The overall framework for the program is provided in the Department's publications *What Works: Schools Without Drugs* and *Drug Prevention Curricula: A Guide to Selection and Implementation*. In addition, a Steering Committee appointed by the Secretary of Education and consisting of experts in alcohol and other drug prevention, parents, educators, and law enforcement officials provides guidance and advice on all aspects of the program. (See Appendix B for names of Steering Committee members.)

Each year, in early summer, the Secretary announces the program to the governors and chief state school officers (CSSO) of the 50 States and the District of Columbia. State departments of education (including the District of Columbia), the National Federation of Parents for Drug-Free Youth (NFP), and the Council for American Private Education (CAPE) nominate schools.

Cooperation with the nominating groups has been a critical part of the Drug-Free School Recognition Program. Both the CSSOs and the NFP coordinators are responsible for establishing and carrying out the nomination procedures in their States. CAPE, through a network of private school organizations, facilitates the private school nomination process. The quality of the nominations to the Department depends upon the groups' review procedures and decisions. The Drug-Free School program staff works closely with State liaisons to ensure that the goals of the program are communicated accurately to local school officials.

The next step in the review process is the convening in early January in Washington, D.C., of the national review panel to recommend the most promising schools for site visits. (Appendix C lists the 1988–89 review panelists/site visitors.) Each review panel consists of five persons: an administrator, teacher, parent, law enforcement official, and a community representative.

The nominating form requires each school to document its approach to meeting seven indicators of success derived from policy guidelines contained in *Schools Without Drugs* and *Drug Prevention Curricula: A Guide to Selection and Implementation*. No specific standards are set for the indicators since there is no single formula for success and a variety of approaches is possible within each indicator. The site visitors judge the overall quality of each school's drug prevention effort on how well its program and activities are tailored to school/community circumstances and its success in meeting those needs. Schools are encouraged to solicit broad staff and community participation in completing the nomination form.

Nominated schools must have a program that has been in place long enough to have been *proven* successful. This success must be based on evidence that demonstrates prevention or a significant decrease in the incidence of alcohol, tobacco, and other drug use and results in a climate conducive to remaining or becoming drug free.

Each review panelist serves a dual role as a site visitor. The purpose of the visits is to clarify and amplify information provided in the schools' nomination forms. Each on-site visit is conducted by a two-person team spending two days in each school and community. Each visit includes a tour of the school building; interviews with students, teachers, administrators, parents, support staff, and local law enforcement; documentation of any unique or outstanding ideas not covered by the program criteria; observations of informal settings before, during, and after school (i.e., between classes, during lunch, physical education, activities after school, and rap sessions); and careful observation of the classes or activities in which drug education is addressed. A site visit report is prepared by each team member.

In early April, the review panelists reconvene in Washington, D.C., to discuss site visits. The panelists review the schools' nomination forms again and the site visit reports and seek clarification from the site visitors, if necessary, before making their recommendations of schools to be recognized to the Steering Committee. The Steering Committee's approval depends solely on the extent to which the schools provide evidence of successful performance on all seven indicators of success.

Based on this performance, the committee recommends schools to the Secretary for national recognition.

The 1988–89 recognition winners came from 24 States and the District of Columbia. They include 23 high schools, 12 junior high and middle schools, and 12 elementary schools. The communities in which the 47 schools are located reflect the full diversity of the American economic and ethnic experience.

President Bush was the host for a White House Ceremony on June 19, which honored the winning schools. In his speech commending the schools, the President said:

> As I look around here today, I see some of the top commandos in the war on drugs—our teachers, principals, community leaders, parents, and students. You're the ones winning this war because you are the ones looking to tomorrow. You're the ones who know that it takes a clear mind to get a good education and lead a productive life. You understand that these students have a right to learn in drug-free schools.
>
> . . . there's one last lesson all Americans can learn from the courage and commitment and, yes, the downright stubbornness of each of these heroes here today who never gave up. Every school in this country can be safe and drug free.

SUCCESSFUL PREVENTION STRATEGIES

Although the problems caused by drugs extend into every corner of our communities, it is critical that efforts to prevent drug use center in schools. Children spend much of their time at school, and for students with difficult home environments, school can be a safe haven and a place to develop caring relationships with responsible adults. Schools also are major influences in helping young people develop standards of right and wrong.

To date, at least 39 States require substance abuse education and 32 States provide minimum curricula standards. Research shows, however, that education alone is insufficient. The most effective drug prevention efforts enlist the contributions of parents, students, and communities working with schools in a comprehensive, coordinated approach.

The Drug-Free School Recognition Program was formed in 1987 to seek out and honor schools that have developed exemplary programs to combat student drug use. Although schools recognized for excellence in drug prevention education bring unique perspectives based on their own needs, there is a common core of experience and approach upon which each school draws. This common core forms the basis of the Drug-Free School Recognition Program's "indicators of success"—the seven criteria by which nominated schools are judged.

Recognition and Assessment of Drug Problems

Recognition of a problem and assessment of the extent of alcohol, tobacco, and other drug use among students is the first task and the one that provides a basis for all subsequent planning and program development. Assessment can provide information about the type and severity of drug use among students and it can point to areas of community cooperation and coordination.

Most recognized schools use an anonymous survey to gather information from their students. For example, administrators at Roosevelt Vocational School in Lake Wales, Florida, conducted a survey in all classes. Students were questioned about attitudes and opinions regarding the use of alcohol, tobacco, and other drugs, their use of these substances, information on the effects of drug use, and the students' familiarity with available resources for help. Using the information gathered in the survey, a school team developed education and intervention strategies geared to Roosevelt's unique needs.

Kailua Intermediate School in Kailua, Hawaii, used two assessment methods. First, a 60-item survey of alcohol and other drug use was conducted among 377 eighth graders. Then, health teachers and other personnel conducted an informal observational assessment of drug use designed to guard against student underreporting of marijuana use. The information gathered was evaluated and used to extend and change the school's existing anti-drug program.

Setting and Enforcing Policies

Clear and specific rules regarding alcohol and other drug use that include strong corrective actions are at the heart of school-based drug prevention efforts. These policies should specify what constitutes a drug offense and state the consequences for drug possession, use, or sale. In addition, the policy should be widely publicized to students, parents, and the community.

Personnel from Hastings Middle School in Hastings, Minnesota, worked with students, staff, parents, and community organizations to develop a drug prevention policy in the 1970s. They began with a firm understanding that drug and alcohol use would not be tolerated on school grounds or at school-sponsored activities. The policy is grounded in the clear notion that there is "no such thing as responsible use," and that the efforts of the entire community are needed to keep youngsters drug free.

Many schools require students and their parents to sign a statement, often called a student conduct code, acknowledging that they have read and understood the school's anti-drug policy. New Providence High School in New Providence, New Jersey, goes a step farther and requires students and their parents to sign a compliance agreement as a condition of participation on the school's athletic teams. Violations of the agreement result in the athlete's dismissal from the team and revocation of all athletic honors. In addition, New Providence's ban on smoking on school premises applies to visitors, parents, and staff, as well as students.

Teaching Drug Prevention

A comprehensive curriculum for kindergarten through grade 12 teaching that drug use is wrong and harmful, and supporting and strengthening resistance to drugs can be an important adjunct to a school's prevention program. Curricula may be commercially prepared, locally developed, or adapted from existing material. The curriculum should be appropriate for the school's drug problem and grade levels.

Many Recognition Program schools use commercially produced drug prevention curricula, modifying them to accommodate the school's own philosophy and unique approaches.

St. Gregory the Great Elementary School in Hamilton Square, New Jersey, has infused drug education throughout its curriculum, particularly in classes that stress values and health. The curriculum was developed with a priority on strengthening students' feelings of self-worth and their respect for life. Topics covered include making healthy decisions, appropriate use of prescription drugs, the effect of emotions on health, problem solving, and alternatives to drug use. For example, in sixth grade, "Preparing for Adolescence" emphasizes peer pressure, the pressure to conform, and feelings of inferiority that many students experience. This class helps students understand the emotions that are so prevalent in their age group. Teachers of all grade levels make use of prevention materials, such as books, pamphlets, coloring books, and videos.

Banks High School in Banks, Oregon, developed its curriculum based on an assessment that pointed to casual, moderate drug use by large numbers of productive and successful students. The curriculum stresses enhanced self-esteem, improved interpersonal relations, reduced peer influence through coping skills, and information on drugs. Although most of the curriculum is taught through the school's health classes, alcohol and other drug prevention components are taught in history, English, biology, family living, and driver's education classes.

Staff Development

Teachers should be knowledgeable about drugs, personally committed to opposing drug use, and skilled at eliciting participation by students in drug prevention efforts. Ongoing training for all members of the staff—administrators, teachers, and support personnel—should focus on up-to-date accurate information and help staff identify and respond to drug-related problems. Special training in working with at-risk students, and a familiarity with referral resources, also can be important in some school settings.

Staff members at Scotia-Glenville Junior High School in Scotia, New York, attend conferences and regional programs related to drug prevention. In addition, they attend extensive inservice training programs that include techniques to develop positive self-esteem. The school's student assistance counselor receives ongoing training in emerging drug issues and improved counseling strategies.

Spring High School in Spring, Texas, holds mandatory inservice drug awareness training for all staff members, including bus drivers, custodians, and cafeteria workers. Working with a local medical school, Spring has a Teachers As Counselors (TAC) program to identify and work with students at risk of becoming drug users.

MacArthur School, Washington, D.C., is connected to a psychiatric hospital and prepares students for reentry into traditional schools. MacArthur makes regular and frequent use of the techniques of both Alcoholics Anonymous and Narcotics Anonymous, and its students, all of whom are considered at-risk, attend meetings of both organizations.

Student Involvement

Activities that encourage students' active participation in promoting an environment free of alcohol, tobacco, and other drug use are key for successful drug prevention programs.

Operation SAND (Student Activities Not Drugs) is credited with making Spingarn Senior High School in Washington, D.C., a safe haven for its students. Members of SAND act as peer counselors, conduct group counseling sessions in their own private "rap room," and encourage all students to shun activities where drugs and alcohol are used.

Newton County High School in Covington, Georgia, has a student group, TAD (Teenagers Against Drugs), which sponsors drug-free activities and conducts drug education programs in other local schools. Finances for TAD's activities are partly provided by local service clubs. In addition, the principal meets with 25 parents, one from each of Newton's classes, and members of the school booster organizations in an effort to keep lines of communication open in sharing information and offering assistance.

Parent Involvement

Parents must take an active interest in their children's behavior and provide the guidance and support needed to help youngsters resist drugs. In addition, parents can work with the school in its efforts to fight drugs by encouraging the development of strong no-use policies, planning and chaperoning school-sponsored activities, and communicating regularly with the school regarding their children's behavior.

Because the school is part of the larger community, it is also necessary to gain the support and assistance of the community in making the school's anti-drug policy and program work. Successful schools have developed collaborative arrangements in which school personnel, school boards, law enforcement officers, treatment organizations, and private groups work together to provide necessary resources.

For example, Santa Rita High School in Tucson, Arizona, has an incorporated parent group, Parent OUTREACH, that meets monthly and acts as the liaison between the school and families in the community. The group works closely with a local mental health facility in providing services to parents that include workshops on parenting skills and how to identify the signs and symptoms of drug use.

Community Involvement

Drug use among youth is a community problem as well. Schools need to engage community support and assistance to make anti-drug policies and programs work. Collaborative arrangements in which school personnel, school boards, law enforcement officers, treatment organizations, and private groups work together to provide necessary resources have been effective in the communities of many Recognition Program schools.

The La Mesa, California, Chamber of Commerce and the Parkway Middle School joined together to create a program called Bridges that provides part-time, after-school jobs and counseling for at-risk students. Each student is paired with an adult from a local business who tutors the student and encourages him or her to stay in school and succeed in life and work.

A cooperative effort among the sheriff's office, the elementary school, local service organizations, and the area's ministerial alliance in Live Oak, California, resulted in the removal of the open air drug market that was operating two blocks from the school.

The community in Libertyville, Illinois, is involved through a parent group at Libertyville High School that was founded specifically to help increase parent communication and knowledge about drugs. Another community-sponsored group, CASA (Community Alternative to Substance Abuse), which is a committee of parents, school personnel, and area residents, provides drug information programs and sponsors drug-free teen activities. As with all the winning schools, Libertyville High School depends on outside support to help keep it drug free.

The following section highlights innovative approaches to the seven indicators of success from the 47 winning schools in the 1988–89 Drug-Free School Recognition Program.

Selected Indicators of Success*

Winning School	*Recognizing and Assessing the Problem*	*Setting, Implementing, and Enforcing Policy*	*Teaching Drug Prevention*	*Staff Development*	*Student Involvement*	*Parent Involvement*	*Community Involvement*
ARIZONA							
Desert Horizon Elementary School			X				
Santa Rita High School					X	X	
CALIFORNIA							
Live Oak Elementary School							X
Bella Vista Elementary School		X	X		X		
Parkway Middle School							X
DISTRICT OF COLUMBIA							
MacArthur School	X		X				
Spingarn Senior High School			X		X		
FLORIDA							
W.R. Thomas Junior High School		X	X				
Roosevelt Vocational School	X		X	X			
GEORGIA							
Newton County High School		X			X		X
HAWAII							
Kailua Intermediate School	X	X		X			
ILLINOIS							
Libertyville High School						X	X
KENTUCKY							
Warren East High School					X		X
LOUISIANA							
Jewel M. Sumner High School					X		X
MINNESOTA							
Hastings Middle School	X	X					
MISSISSIPPI							
George Washington Carver Middle School			X	X			X
R.H. Watkins High School			X		X	X	
MISSOURI							
West Junior High School					X	X	X
NEBRASKA							
Aquinas High School					X	X	X
NEW JERSEY							
Toms River High School East					X		X
St. Gregory the Great Elementary School			X		X	X	
New Providence High School	X	X			X		
NEW MEXICO							
Sandia High School				X		X	
NEW YORK							
Fishkill Elementary School			X				
Scotia-Glenville Junior High School				X		X	X
St. John the Baptist Parish School			X	X			
Theodore Roosevelt High School	X		X				
Trinity Catholic School		X	X			X	

*Schools selected for the Drug-Free School Recognition Program demonstrated success in each area listed here. Components of their program that were judged to be particularly outstanding are noted with an X in the appropriate column.

Selected Indicators of Success*

Winning School	*Recognizing and Assessing the Problem*	*Setting, Implementing, and Enforcing Policy*	*Teaching Drug Prevention*	*Staff Development*	*Student Involvement*	*Parent Involvement*	*Community Involvement*
OHIO							
Centerville High School	X				X		X
Toledo Central Catholic High School		X		X		X	
OKLAHOMA							
Monte Cassino Middle School		X				X	
OREGON							
Waldport Elementary School		X	X				
Banks High School	X		X		X	X	
PENNSYLVANIA							
Ancillae-Assumpta Academy		X	X			X	
Northgate Junior-Senior High School		X	X				
TEXAS							
Clear Spring Elementary School			X			X	
Ingram Tom Moore High School	X				X	X	
Juan Linn Math and Science Magnet School					X		X
Louise Black Kindergarten School			X		X		
Spring High School		X		X		X	
Willis High School		X	X				
UTAH							
Timpview High School	X	X		X			
West High School		X			X		
VIRGINIA							
B.C. Charles Elementary School			X			X	
WASHINGTON							
Chief Leschi High School	X		X		X		
WISCONSIN							
Burlington Junior High School	X	X					X
Little Chute Middle School	X		X				X

*Schools selected for the Drug-Free School Recognition Program demonstrated success in each area listed here. Components of their program that were judged to be particularly outstanding are noted with an X in the appropriate column.

Desert Horizon Elementary School
Phoenix, Arizona

Exemplary Indicators
- Teaching Drug Prevention

Demographic Profile
Grades K–8
Enrollment 1,057
Low Income 20%
Black 6%
Hispanic 18%
Other* 3%
Native American 1%
White 72%
*Asian and Pacific Islander

Desert Horizon Elementary School is in a suburban, low-income neighborhood of primarily single-family homes.

The underlying philosophies at Desert Horizon are, first, "If students feel good about themselves and school, they are less likely to get involved with drugs"; and, second, "It's not cool to do drugs, including alcohol and tobacco." A no-use message is presented through multiple strategies and resources. The school has an active Just Say No Club (to which all the students, faculty, and staff belong); cheerleaders perform drug-free cheers at basketball games; and the school's yearbook centerfold highlights drug-free activities and programs. Prevention is emphasized through the use of positive role models and by building student self-esteem.

Desert Horizon has an especially effective counseling program. A full-time counselor regularly spends time in every classroom, and there is an accessible, confidential self-referral system available to students. Any student returning after a suspension or entering the school under juvenile court supervision meets with the counselor on a regular basis.

The school offers several parent workshops a year on topics such as learning how to talk to their children about drugs and ways to improve family communication. In an effort to ease student transition and pressures, Desert Horizon coordinates information with the local high school.

Contact: Mr. Harold Waltman, Principal, Desert Horizon Elementary School, 8525 W. Osborn Road, Phoenix, Arizona 85037; (602) 873-1001

Santa Rita High School
Tucson, Arizona

Exemplary Indicators

- Student Involvement
- Parent Involvement

Demographic Profile

Grades 9–12
Enrollment 2,000
Low Income 31.2%
Black 6.6%
Hispanic 12.5%
Other* 3.7%
White 77.2%

*Asian and Native American

Santa Rita High School serves a diverse community. Ten years ago, many students in the school abused drugs, and Santa Rita had a poor image in the area. Today, Santa Rita is an integral part of the community with the reputation that drugs and drug users are not welcome on its campus.

The Santa Rita substance-abuse prevention effort, called OUTREACH, is based on self-esteem and positive role modeling. It takes a team approach, and everyone—parents, administrators, support staff, students, and teachers—plays a role. The program begins with retreats offered on an annual basis to teachers before school starts and to 55 students in the early fall. Staff members select student leaders to attend the retreats on the basis of their ability to affect and interact with specific groups of students. There are student leaders from sports and other school activities, with an emphasis on representation of all racial and social groups. In this way, the training base involves the total student body. Participants become strongly committed to the goals of the program and work throughout the school to support them. Trained student leaders participate in anti-drug programs at local elementary and middle schools.

The incorporated parent group, Parent OUTREACH, serves as a liaison to families in the community for specific programs designed to meet the needs of parents of adolescents. Parent OUTREACH meets monthly throughout the school year and in the summer. At least two members of the faculty core team attend the meetings to ensure communication among faculty, students, and parents. The parent group works closely with a local mental-health facility in providing services to parents, including workshops on parenting skills and the signs and symptoms of substance abuse. Additionally, the parent group offers financial assistance to the school.

Contact: Miss Patricia Hale, Principal, Santa Rita High School, 3951 S. Pantano Road, Tucson, Arizona 85730; (602) 721-6311

Live Oak Elementary School
Live Oak, California

Exemplary Indicators
- Community Involvement

Demographic Profile
Grades 5–8
Enrollment 349
Low Income 57%
Hispanic 33%
Other* 8%
White 59%
*Asian and Pacific Islander

Live Oak Elementary School serves a largely rural area of northern California. Live Oak's relative isolation has helped make the county one of the State's major methamphetamine-production and drug-shipment centers, as well as an area were marijuana is grown.

By 1985, drug use was prevalent and obvious among the student body at Live Oak Elementary School. Students carried snuff boxes in their hip pockets at school, and individuals were seen selling drugs two blocks from the school building.

Even though only limited funding was available, the school administration and staff at Live Oak set out to rid the school of drugs. They banded together with the Sutter County Sheriff's Office, local service organizations, and the area's ministerial alliance; they also encouraged the formation of a parent/school organization at Live Oak. An assessment of the drug and alcohol problem was conducted and two commercially produced no-use curricula were put in place. The school has a strong anti-drug policy that allows students to work out suspensions through service to the school.

Although it took more than two years of hard, cooperative work, students are no longer stopped by drug pushers on their way to school. The cooperative effort of the school and law enforcement agencies and a clear message that use or sale of drugs will not be tolerated in Live Oak Elementary led to the removal of the open air drug market, just two blocks from the school.

Contact: Mrs. Paulla J. McIntire, Principal, Live Oak Elementary School, 2082 Pennington Road, Live Oak, California 95953; (916) 695-2189

Bella Vista Elementary School
Bella Vista, California

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Teaching Drug Prevention
- Student Involvement

Demographic Profile

Grades K–8
Enrollment 414
Low Income 40.58%
Hispanic 4.6%
Other* 1.2%
White 94.2%

*Asian and Native American

Bella Vista Elementary School is located in largely rural Shasta County, about 200 miles northeast of San Francisco. It serves a 65 square-mile area and is the lone school in the school district.

Bella Vista Elementary School has a strong, no-use drug policy in place. At the beginning of each school year, teachers go over the policy in class, and it is reviewed at a parents' back-to-school night. Each student and a parent must sign the last page of the student handbook, attesting they have read the policy and they understand it; the signed pages are kept on file in the school office.

Bella Vista's substance-abuse prevention program works to help students develop self-esteem and refusal skills through classroom and extracurricular activities. A curriculum developed by the Shasta County Office of Education is utilized and prevention information is infused throughout the K–8 curriculum, but because drug-related incidents are often in the news in Shasta County, teachers also are encouraged to make use of "teachable moments."

Seventh- and eighth-grade students at Bella Vista can take classes to become peer advisers. Almost all the youngsters in grades 4–8 participate in grade-level Just Say No clubs that meet during the school day. The clubs sponsor an annual "Walk Against Drugs" that receives widespread support from parents and community groups.

The school's Just Say No program also provides a number of social activities, including a full schedule of summer events. Some, such as softball games and barbecues, are held with other county schools.

Contact: Mr. Marvin Steinberg, Superintendent/Principal, Bella Vista Elementary School, P.O. Box 1070, 7343 Old Alturas Road, Bella Vista, California 96008; (916) 549-4415

Parkway Middle School
La Mesa, California

Exemplary Indicators
- Community Involvement

Demographic Profile
Grades 5–8
Enrollment 850
Low Income 7%
Black 4%
Hispanic 9%
Other* 5%
White 82%

*Asian, Native American, Pacific Islander, and Filipino

Parkway Middle School is in a suburban residential area outside San Diego. It is near El Cajon, the Nation's methamphetamine ("crank") capital. Approximately three-quarters of Parkway's students come from well-to-do La Mesa; the other quarter are bused in from the less affluent neighboring suburb of Spring Valley.

Parkway has successfully implemented a prevention/early referral anti-substance-abuse program (called PERM). At its heart is a 10-member student assistance team (SAT) that takes on the role of identification, intervention, referral, and aftercare coordination. An interesting aspect is the use of "letters of concern," written by staff members, student friends, and/or parents and read to a student during a meeting with SAT members. The people who write the letters read them, and it has proved an effective (and often emotionally potent) way for a student to acknowledge that he/she needs help.

The Bridges program was put in place at Parkway during the 1985–86 school year. Created with the assistance of the local Chamber of Commerce, Bridges provides part-time, after-school jobs and counseling for at-risk students, many of whom are at-risk because of substance-abuse problems. Students are paired with local volunteer business people on a one-to-one basis. The students work 2–4 hours per week at minimum wage, and during the on-the-job hours their business "partners" tutor them and discuss the need to stay in school to succeed in work and life. During the past year, students in the Bridges program had an average 1.6 rise in their grade point averages.

Contact: Mr. Calvin Strickland, Principal, Parkway Middle School, 9009 Park Plaza Drive, La Mesa, California 92042; (619) 463-9846

MacArthur School
Washington, D.C.

Exemplary Indicators

- Recognizing and Assessing the Problem
- Teaching Drug Prevention

Demographic Profile

Grades	K–12
Enrollment	120
Low Income	varies
Black	42%
Hispanic	5%
Other*	3%
White	50%

*Asian and Native American

The MacArthur School provides a highly structured, therapeutic learning environment where clinical and educational goals are fully integrated on a day-to-day basis. Connected to a psychiatric hospital, MacArthur prepares both its boarding and day students for reentry into a traditional school.

Upon enrollment, students are interviewed by a certified drug and alcohol counselor to determine the nature and extent of any previous alcohol and/or other drug use and to assess individual attitudes, behaviors, and family history that may be indicative of a predisposition for chemical use or dependency. All students are considered to be at-risk. For students who have been chemically dependent or are in recovery, a more intensive after-school program that includes individual and vocational counseling, parent support groups, weekly drug screens, recreation, and the use of Alcoholics and Narcotics Anonymous techniques is offered.

The MacArthur staff individualizes the drug-use prevention component of the curriculum for every grade level. Content areas include pharmacology; socioeconomic aspects; an historical perspective; behavorial/emotional aspects of use, misuse, and abuse; preventive measures and intervention methods; treatment models, recovery and support mechanisms; values clarification; and decision making. Experimental and didactic methods of instruction are used. The formal curriculum is taught weekly to all students, and 10 additional hours weekly, to those in after-school recovery. In addition, once a month, guest speakers are invited to discuss drug-related topics.

A nonprofit, special education facility, MacArthur maintains a chemical-free learning environment for all students and provides a continuum of interventions for those students who need support to comply with the policy. Students may seek assistance from a therapist, teacher, or adviser; seek peer support in daily group therapy or community sessions or in regularly scheduled drug education meetings; ask to be referred to the after-school drug treatment components; or ask to attend AA/NA meetings.

Contact: Ms. Denese N. Lombardi, Principal, MacArthur School, 4460 MacArthur Boulevard, N.W., Washington, DC 20007; (202) 965-8700

Spingarn Senior High School
Washington, D.C.

Exemplary Indicators
- Teaching Drug Prevention
- Student Involvement

Demographic Profile
Grades 10–12
Enrollment 834
Low Income 40%
Black 98%
Hispanic 1%
White 1%

Spingarn Senior High School is located in a low-income, drug-infested area with a high murder rate. The high-risk student population, most of whom come from single-parent homes, is two-thirds male.

Spingarn is a safe haven for its students because of its strong no-use drug policy and Operation SAND (Student Activities Not Drugs). Created in 1984, SAND is a school-based activities and peer counseling program that operates on the premise that students who are involved in positive, healthy, supervised activities with concerned, sensitive role models will stay away from drugs. Counselors and teachers working with the program receive training in drug awareness and intervention strategies. The 40 student counselors are trained in seven-week summer workshops to counsel peers who are already involved with drugs or may be contemplating such involvement. Group counseling takes place in a special "rap room" where students may talk freely without fear of disciplinary actions or other repercussions.

Students are encouraged to shun activities where drugs or alcohol are used and act as role models for their peers. Retreats and other activities designed to reinforce the no-use drug message are promoted.

Administrators patrol the hallways, bathrooms, and locker rooms to keep them drug free and to end class cutting. Coats and book bags are not carried but put in lockers that may only be opened during supervised periods. Unusual student behavior is recorded and reported. New students participate in an orientation about SAND and are invited to the twice-weekly rap sessions.

Interdisciplinary curriculum objectives for science, English, physical education, child care, mathematics, and art classes have been developed. Spingarn's philosophy is that substance abuse is destructive to the human body and spirit. The curriculum teaches students the effects of drugs on the mind and body, the deterioration of social and family structures they cause, and the need to retain a positive life direction to reach their potential.

Contact: Mrs. Ann N. Thomas, Principal, Spingarn Senior High School, 26th Street and Benning Road, N.E., Washington, DC 20002; (202) 724-4525

W.R. Thomas Junior High School
Miami, Florida

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Teaching Drug Prevention

Demographic Profile

Grades 7–9
Enrollment 1,543
Low Income 31.6%
Black 1%
Hispanic 82%
White 17%

W.R. Thomas Junior High School is located in an affluent, Hispanic neighborhood. During the late 1970s, drugs were widely available at Thomas. Today, W.R. Thomas Junior High School is a clean, well-maintained school where drugs and drug use are not tolerated.

In addition to being consistent with the district's policy dealing with possession, use, sale, or distribution of illegal drugs, W.R. Thomas' drug policy incorporates intervention and follow-up procedures. Students with a dependency problem are automatically referred to one of the school-allied substance-abuse agencies. Every student at W.R. Thomas knows that assistance and guidance is available for anyone experiencing a drug use problem. The district's code of student conduct and W.R. Thomas' student handbook state meaningful consequences for drug-related infractions; these are communicated to students via classroom talks, assemblies, and publications.

The school's prevention curriculum addresses contemporary issues affecting the lives of young people. It teaches skills necessary in the development of self-esteem and makes no allowances for substance use. Through cooperation with the science department, class discussions focus on the biological, social, and psychological aspects of drug use. In addition, peer group sessions are infused into the regular weekly curriculum. Programs are tailored to meet the needs of all students, including those who cannot speak English. W.R. Thomas offers special counseling programs for non-English speaking students and parents to reinforce its drug education philosophy. Specialized training sessions enable all members of the faculty to incorporate the no-use drug policy into their classrooms.

The student body is highly involved in many service projects in the school, feeder schools, and the community. Many of the activities are planned and run by the students.

Contact: Mr. Jeffrey A. Miller, Principal, W.R. Thomas Junior High School, 13001 S.W. 26th Street, Miami, Florida 33175; (305) 559-7070

Roosevelt Vocational School
Lake Wales, Florida

Exemplary Indicators

- Recognizing and Assessing the Problem
- Teaching Drug Prevention
- Staff Development

Demographic Profile

Grades 7–12
Enrollment 283
Low Income 57%
Black 23%
Hispanic 1%
White 76%

Roosevelt Vocational School in central Florida draws special-needs students from a countywide area. Among those enrolled are young people who are emotionally handicapped, hearing impaired, or severely emotionally disturbed, as well as those who are educable mentally handicapped and who have specific learning disabilities. The student body ranges in age from 12 to 21.

A survey was conducted in all classes to solicit anonymous responses regarding drug knowledge, use versus non-use, frequency and duration of use, familiarity with available resources, and opinions about drug, alcohol, and tobacco use. A team, consisting of the school nurse, counselors, and several teachers, relied on this information to determine the immediate needs of the school, which proved to be education and intervention. Printed results were compiled and presented to staff members at a faculty meeting. They, in turn, shared the outcome with students in individual classrooms. In addition, a schoolwide assembly was held to review the information and introduce the CARE team members to the student body. Students who were using drugs were encouraged to seek help in an atmosphere of nonjudgmental support.

Roosevelt Vocational School has implemented an anti-drug component at every grade level. This has been accomplished by adopting and modifying three commercial anti-drug curricula. The objective was to make the message clear—the only "responsible" use is "no use." The school's curricula provide accurate information about substances, build skills in decision making, teach refusal skills, and include activities that encourage bonding to school and family.

Trained teachers implement the curriculum in each of the departments through health and safety, life management, and peer facilitator classes. Each of these classes is a full-year course.

Participation in staff development activities is required for all staff members. Inservice training for teachers has been extensive and is done on an annual basis. Bus drivers have been instructed in the use of an anonymous referral system for students suspected of being under the influence. Cafeteria workers receive ongoing training in the wellness concept as it relates to nutrition.

Contact: Mr. Harold L. Maready, Principal, Roosevelt Vocational School, 115 E Street, Lake Wales, Florida 33853; (813) 676-9402

Newton County High School
Covington, Georgia

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Student Involvement
- Community Involvement

Demographic Profile

Grades 9–12
Enrollment 2,049
Low Income 17.34%
Black 30.5%
White 69.5%

Located 32 miles southeast of Atlanta, Newton County High School serves all the high school-age students in Newton County and its municipalities.

Newton County High School has an assertive discipline plan that is explicitly outlined in the parent-student handbook. Strict discipline poli ies in the handbook state that students involved in the sale, possession, or use of drugs at school or school-related functions are automatically suspended for a formal disciplinary hearing, reported to the local authorities, and removed from extracurricular activities for a period of time after returning to school. Suspension from school for at least one quarter is usually the action taken by the hearing panel for a first offense.

Prior to the 1987–88 school year, the school permitted the use of tobacco in a specified smoking area with parental permission. Since then, the use and possession of tobacco in any form has been prohibited. The consequences for violations begin with a short-term suspension of three days; subsequent offenses have longer suspension periods. This policy is reviewed annually by the faculty, administration, and school board. The community is invited to participate in the review.

A student group, TAD (Teenagers Against Drugs), sponsors no-use, drug-free activities and conducts drug education programs for local elementary schools, middle schools, the high school, and civic organizations. Local service clubs provide financial support for many of the students' anti-drug activities.

A parent/school communication network, made up of the principal, 25 parents (representing each of the classes), and school booster organizations, was formed by the principal to open lines of communication between the school and community, to share information, and to assist in dealing with matters of concern and interest.

Contact: Mr. T.C. Atkins, Principal, Newton County High School, 140 Ram Drive, Covington, Georgia 30209; (404) 787-2250

Kailua Intermediate School
Kailua, Hawaii

Exemplary Indicators

- Recognizing and Assessing the Problem
- Setting, Implementing, and Enforcing Policy
- Staff Development

Demographic Profile

Grades 7–8
Enrollment 873
Low Income 17%
Asian/Pacific Islander 46.4%
Black 5%
Hispanic 7%
White 41.6%

Kailua Intermediate School is located on the island of Oahu in Kailua, a small town some 30 minutes from downtown Honolulu. Many students are bused to school; more than half the student body are military dependents and transfer each year when their parents are assigned to new duty stations.

Both a formal and informal assessment of drug use was conducted at Kailua. A student alcohol- and drug-use survey was administered to 377 eighth-grade students during the fall of 1987. This 60-item survey provided extensive information that was examined carefully in the implementation, refinement, and expansion of the school's anti-drug program. Informal assessment by health teachers and other staff members also suggested that survey results underreported use of marijuana. As a result, all Kailua staff began to work to increase awareness of the drug-use problem and to develop goal statements and action plans.

Kailua Intermediate School has a strong, clear anti-drug policy and discipline plan that are reviewed yearly. No one may smoke in the presence of students. Students who have a record of illicit substance use or possession or who are suspected of it are referred to (1) a community-based organization with State funding; (2) counseling services provided by the military base; (3) a hospital; or (4) outreach counseling.

Staff development activities related to student alcohol and drug use are required. Trained staff members include health and science teachers, counselors, and the vice principal. Areas of training have included student self-esteem development, drug education and prevention, and control theory, which teaches students and faculty to take ownership in their own decisions. Salient information related to drug education and prevention is shared with the entire staff during the year. On-campus police, cafeteria staff, janitorial staff, and bus drivers also receive training.

Kailua recently put two parent programs in place: a parent networking center and a military-base liaison group specifically for military families.

Contact: Mrs. Lyla B. Berg, Principal, Kailua Intermediate School, 145 S. Kainalu Drive, Kailua, Hawaii 97634; (808) 261-1766

Libertyville High School
Libertyville, Illinois

Exemplary Indicators
- Parent Involvement
- Community Involvement

Demographic Profile
Grades 9–12
Enrollment 2,119
Low Income 1.32%
Asian 6.7%
Black 1.2%
Hispanic 2.1%
White 90%

Located about 35 miles north of Chicago, Libertyville is a long-established village in the midst of a growing suburban area. Libertyvilie High School serves a 36-mile area with some 37,000 residents.

Libertyville High School's drug prevention activities began in 1980 as part of a wellness program. Reflecting this, the consequences in the school's no-use drug policy are therapeutic rather than punitive. For example, as an alternative to suspension, a first-time offender may opt to enroll in a local mental-health facility's counseling program. There is a formal reentry program for students who have been hospitalized because of drug and alcohol use.

Staff are trained to identify students who experiment with tobacco, alcohol, and other drugs. Behavorial symptoms are stressed throughout training, and staff members learn how to refer at-risk students to their dean, counselor, or social worker. Staff members determine the reasons for the behavior, then counsel and/or refer students to stop-smoking clinics, free drug evaluation programs, or outside counselors.

The Libertyville High School Network is a parent group founded specifically to help increase parent communication and knowledge about drugs. The parents in the Network sign a contract agreeing to (1) encourage wholesome activities by chaperoning parties and not allowing alcohol or drug use in their homes; (2) communicate with appropriate adults in regard to student activities outside the home; and (3) respect local curfews. The group has its own newsletter and distributes a directory that includes the name of every parent in the Network.

CASA (Community Alternative to Substance Abuse) is a committee of parents, school personnel, and area residents that provides drug information programs and sponsors drug-free teen activities. CASA has compiled a resource book for community groups and set up its own resource center to help the school system keep drug education materials up-to-date. The group reviews and reports on newly released books and videos as well as speakers and programs.

Contact: Mr. Walter C. Hornberger, Principal, Libertyville High School, 708 W. Park Avenue, Libertyville, Illinois 60048; (312) 367-3100

Warren East High School
Bowling Green, Kentucky

Exemplary Indicators
- Student Involvement
- Community Involvement

Demographic Profile
Grades 9–12
Enrollment 921
Low Income 16%
Asian 0.3%
Black 5.5%
White 94.2%

Warren East High School is in a rural section of Warren County on the outskirts of Bowling Green. Tobacco is grown commercially throughout the area. Bowling Green has become a convenient drop point for drug traffickers from Nashville and Louisville.

The backbone of Warren East High School's substance-abuse prevention program is the KIDS (Knowledge and Information about Drugs and Substances) team, composed of teachers, school administrators, counselors, and parents who receive training in ways to help combat student drug and alcohol use. Each school in the district has a KIDS team; at East, however, the team has been expanded to include several dozen student leaders who help plan student anti-drug activities. These students are viewed as role models within the school and throughout the county.

Warren East High school has a clear, concise no-use drug policy that is reviewed yearly. Drug education has been infused into every area of the curricula. With the assistance of the KIDS team, East added an intervention component to its education and prevention programs already in place. There are a number of student support groups, and teachers have created a "buddy system" to work with at-risk students.

The community is supportive of East's anti-drug efforts. Contributions from civic groups and local businesses include financial support, as well as items for school-sponsored events throughout the year. At appropriate times during the year, local grocery sacks are printed with messages urging drug-free prom and graduation parties. The Kentucky State Police has been one of Warren East's greatest drug education resources.

Contact: Mr. Joe H. Watkins, Principal, Warren East High School, 6867 Louisville Road, Bowling Green, Kentucky 42101; (502) 781-1277

Jewel M. Sumner High School
Kentwood, Louisiana

Exemplary Indicators
- Student Involvement
- Community Involvement

Demographic Profile
Grades 7–12
Enrollment 601
Low Income 60%
Black 40%
White 60%

Kentwood is a rural, dairy-farming community. Jewel M. Sumner High School is the only high school in the district.

Sumner High School's substance-abuse prevention efforts began in 1986 after students saw national television coverage of Mrs. Reagan's Just Say No program. A group of students asked the principal to find out more about the program and help them start a Just Say No Club at Sumner. The result: A 500-member Just Say No Club to which more than 80 percent of the student body belong.

In addition to its in-school efforts (which include peer counseling and a wide range of designated drug-free activities), Sumner's Just Say No Club reaches out to other schools. It presents programs in neighboring schools and has helped a number of schools throughout the State start Just Say No clubs and increase their anti-drug efforts. When they are unable to go to schools requesting their help, club members send videotaped presentations.

The anti-drug program at Sumner has a prevention focus, emphasizing development of positive self-image, refusal techniques, and a range of alternative activities. All teachers are required to include prevention as part of their classroom lessons.

From its inception, Sumner's anti-drug program has received widespread community support. Several local civic organizations provided the financial backing to begin the Just Say No Club, and businesses call the school asking how they can be of help. The Just Say No Club has become so much a part of the community that it enters its own float in the annual Kentwood Christmas Parade.

Contact: Mr. Joseph Richardson, Principal, Jewel M. Sumner High School, Route 4, Box 611, Kentwood, Louisiana 70444; (504) 229-8805

Hastings Middle School
Hastings, Minnesota

Exemplary Indicators

- Recognizing and Assessing the Problem
- Setting, Implementing, and Enforcing Policy

Demographic Profile

Grades 6–8
Enrollment 1,009
Low Income 12.8%
Other* 3.9%
White 96.1%

*Asian, Black, Hispanic, and Native American

Hastings Middle School is located in the Twin Cities area in a tight-knit community that is rapidly changing from a rural to a suburban setting.

The strong sense of community is reflected in Hastings' comprehensive approach to creating a drug-free school. Among the tenets of the school's program: There is no such thing as responsible use, and it takes the efforts of an entire community to keep youngsters drug free.

Hastings Middle School established its drug-use prevention policy and program in the 1970s. At the time, school personnel perceived increasing student use of alcohol and tobacco. Assessments of the problem were both informal and formal (including studies by universities and a survey by the *Minneapolis Star Tribune* newspaper) and were instrumental in the creation of the school's drug education program.

The Hastings' chemical-use policy was formulated with input on procedures and consequences from students, staff, parents, and community organizations. The one premise all agreed on initially was that drug and alcohol use would not be tolerated on school grounds or at school-sponsored activities. The carefully created chemical-use policy is enforced consistently. For example, when a group of student athletes was discovered drinking alcohol, all of them were suspended—even though this caused Hastings to lose a championship game.

A well-attended parent group works closely with the school, and the school's student assistance program operates in conjunction with a community-based assessment and evaluation center.

Contact: Mr. Leonard Schwartz, Principal, Hastings Middle School, 9th and Vermillion Streets, Hastings, Minnesota 55033; (612) 437-6111

George Washington Carver Middle School
Meridian, Mississippi

Exemplary Indicators
- Teaching Drug Prevention
- Staff Development
- Community Involvement

Demographic Profile
Grades 6–7
Enrollment 541
Low Income 67.9%
Black 69.7%
White 30.3%

George Washington Carver Middle School serves a community made up largely of low-income families headed by mothers or grandmothers. Seven of Meridian's 11 housing projects are within Carver's boundaries; one of the largest is only 60 feet from the school's back door. The majority of Carver students come from high crime areas with widespread drug use.

Yet, George Washington Carver Middle School transcends the negative parts of its surroundings to provide a drug-free environment for its students. With only limited funding, the school has put a comprehensive, no-use drug education program in place. Drug education is infused throughout the curriculum, including English, art, health, and social studies classes.

In cooperation with the Meridian police, which provide a uniformed officer to teach classes, Carver offers drug-abuse resistance education to all sixth graders. Seventh graders take part in a program that makes use of positive peer pressure and sends the message "users are losers." The Meridian police's K-9 (canine) unit also takes part in Carver's anti-drug efforts, providing education programs and making unannounced locker checks. Numerous civic groups and local businesses provide help and funding through the Adopt-A-School program.

The school district requires six hours of inservice training for staff each month. Much of this has been in the area of drug prevention. Many teachers in the school are involved in Carver's "adopt-a-student" program for at-risk youngsters.

Students are encouraged to take part in huddle groups (rap groups) and fun activities as an alternative to drug use. Popular school-sponsored events include student/faculty basketball and volleyball games with free popcorn and sodas.

Contact: Mr. Robert M. Markham, Principal, George Washington Carver Middle School, 900 44 Avenue, Meridian, Mississippi 39304; (601) 483-9381

R.H. Watkins High School
Laurel, Mississippi

Exemplary Indicators
- Teaching Drug Prevention
- Student Involvement
- Parent Involvement

Demographic Profile
Grades 10–12
Enrollment 847
Low Income 57%
Black 65%
White 35%

Located in the southern third of the State, Laurel is a small town about halfway between Hattiesburg and Meridian.

R.H. Watkins High School conducted a pilot drug education program for the State of Mississippi in 1972 when the use of hallucinogenic drugs and marijuana was a serious concern. That program and other drug prevention programs have remained in effect at the school ever since.

At the heart of Watkins' drug prevention efforts is the peer counseling program. In it, 11th and 12th graders apply for indepth drug education instruction and receive training as peer counselors. These students then present between 80 and 100 drug education programs a year to area students in grades K–8. Students taking part in the peer counseling program attend a drug education class offered for credit throughout the school year.

Drug education is infused throughout the regular curricula, with special emphasis in health and science classes. During a nine-week period, trained parent volunteers teach a commercially produced curriculum that focuses on making wise choices.

A wide range of student activities at Watkins encourage students to be drug free; for example, alcohol- and drug-free dances, an annual drug-free run, and an annual, informational "Drug Fair" at the local mall.

Parents are actively involved in the school's anti-drug efforts. In addition to the many volunteer hours involved in teaching the choices class, there are parent peer counseling groups and workshops.

Contact: Mr. Don L. Grubbs, Principal, R.H. Watkins High School, 1100 West 12th Street, Laurel, Mississippi 39440; (601) 649-4145

West Junior High School
Columbia, Missouri

Exemplary Indicators

- Student Involvement
- Parent Involvement
- Community Involvement

Demographic Profile

Grades 7–9
Enrollment 767
Low Income 16.4%
Black 14%
Other* 5%
White 81%

*Asian, Native American, and Hispanic

A college town in the central part of the State, Columbia has about 66,000 residents. It has a small-town atmosphere while offering many of the advantages of a metropolitan area.

The anti-drug program at West Junior High School has a prevention emphasis supported by firm consequences. Drug prevention education is infused throughout the curriculum. It is included in seventh-grade health classes, eighth-grade science classes, and ninth-grade social studies and physical education classes, as well as in gifted-and-talented classes at all grade levels. Drug awareness information is provided in all classes.

West's drug prevention efforts center around REACH (Recognizing Everyone And Changing Habits), which involves students, parents, and the school's business partner in education (a major insurance company in the area). As a drug-free student group, REACH promotes wellness and programs such as peer support (including referral and guidance) and community projects that encourage youngsters to adopt a drug-free lifestyle. More than half the student body belongs to REACH.

Reaching Out is a reentry program for students returning to West from inpatient chemical dependency treatment programs. A reentering teen is matched with a trained student leader who helps encourage good in-school choices and better use of leisure time. Reaching Out's advisory board includes school staff, business representatives, parents, private counselors, and the director of the county juvenile justice system.

West parents take an active part in the school's anti-drug efforts, serving as resource people, helping supervise extracurricular events, and volunteering as teacher aides. They also have formed parent networks and parent peer groups to halt drug use, help set parent/child guidelines, and increase communication among parents.

Contact: Dr. Muriel W. Battle, Principal, West Junior High School, 401 Clinkscales Road, Columbia, Missouri 65203; (314) 886-2760

Aquinas High School
David City, Nebraska

Exemplary Indicators
- Student Involvement
- Parent Involvement
- Community Involvement

Demographic Profile
Grades 7–12
Enrollment 259
Low Income 33%
White 100%

Aquinas High School is a coeducational, Catholic school in largely rural Butler County and draws its students from 13 local parishes.

In 1986, it was rumored that Butler county, Nebraska, had the highest per capita alcohol consumption rate in the United States. Area residents were appalled. Subsequently, a formal needs assessment was conducted and the results convinced the school board of the need for a drug prevention program. Aquinas Home-School Association parents decided to form PACE (Parents for Awareness, Communication, and Education). Although spearheaded by Aquinas parents, the group was set up to include parents from throughout the community. By including public-school parents from the start, PACE has become not only a highly effective parent group, but an effective community group as well. Aquinas students quickly became involved in anti-drug efforts, forming RIGHTT (Responsible Individuals Giving Help to Teens), which provides peer counseling and promotes educational activities. One such activity, the TNT (Teens 'n Tots) program, is an elementary school substance-abuse prevention program operated cooperatively with local public school students.

Aquinas High School has a strong, no-use drug policy with a prevention and rehabilitation emphasis. The policy is in place 12 months a year; punishment is based on the type and degree of offense. Aquinas is part of the David City Drug Advisory Committee, which consists of administrators, teachers, parents, and the chief of police from the four schools in the township.

Contact: Mr. David McMahon, Principal, Aquinas High School, P.O. Box 149, David City, Nebraska 68632; (402) 367-3175

Toms River High School East
Toms River, New Jersey

Exemplary Indicators
- Student Involvement
- Community Involvement

Demographic Profile
Grades 9–12
Enrollment 2,071
Low Income 7%
Black 5%
Hispanic 2%
White 93%

Toms River High School East is the largest of three high schools in its district. It serves a fast-growing population with many families working in the nearby areas of Newark, New York City, Atlantic City, and Philadelphia. The resort atmosphere and explosive growth place Toms River's student population at a high risk for substance abuse.

Anti-drug efforts at the school have a high level of student involvement and a peer leadership focus. The program includes AHOA (Athletes Helping Other Athletes), which focuses on role models helping to change the attitudes of other athletes toward drug use, and TEAM (Teenagers Educating Against Alcohol Misuse), in which high school students provide information and intervention for local fifth and sixth graders. The Hutors is a peer listening organization of students and big brothers/big sisters aimed at keeping incoming freshmen on the right path.

Crossroads, a pilot program for the county, is an in-school suspension program in which counselors inform students about substance abuse and teachers provide academic tutoring.

CASA (Community Against Substance Abuse) is made up of both parents and other area residents. The group supports the school's alcohol and drug prevention work through programs and financial contributions, as well as lobbying for funding at the county and State levels. The Elks have been instrumental in funding annual awards banquets, sponsoring students to attend a conference on youth and drugs, and a large pharmaceutical company in the area provides financial support for needed curriculum materials.

Contact: Mr. Richard J. Piscal, Principal, Toms River High School East, Raider Way, Toms River, New Jersey 08753; (201) 341-9200

St. Gregory the Great Elementary School
Hamilton Square, New Jersey

Exemplary Indicators

- Teaching Drug Prevention
- Student Involvement
- Parent Involvement

Demographic Profile

Grades K–8
Enrollment 519
Low Income 0%
Asian 2.5%
Black 2.5%
Hispanic 2%
White 93%

Located in a suburb of Trenton, St. Gregory the Great Elementary is a Catholic school in a growing, suburban, middle-income area.

The anti-drug message conveyed to students at St. Gregory the Great is summed up by the slogan "No use, no need, no way." The administration's underlying philosophy is that any use is abuse. Drug prevention education is infused throughout the school's curriculum, especially in the academic-religious values classes and health program conducted at every grade level. In grades K–5, all teachers make direct use of prevention materials, such as books, pamphlets, coloring books, and videos. From grades 6–8, a variety of information is presented. For example, in grade six, "Preparing for Adolescence" places strong emphasis on recognizing the pressures of inferiority, conformity, peers, and underlying emotions; in grade seven, "Decision Making" focuses on decisions in light of drug use, availability of drugs, and peer pressure.

St. Gregory the Great recognizes that its students are the core ingredient of its drug prevention program and the initiators of many of the activities. The student newspaper has run articles about the dangers of drug and alcohol use, and many of the youngsters participated in an anti-drug program presented at the United Nations. Recently, students successfully lobbied local politicians for a "Drug-Free Zone" sign to be erected outside the school.

St. Gregory the Great has an exceptionally high level of parental involvement. As part of the PTA's Helping Parent program, on any school day a minimum of six parent volunteers are working in the school. Other PTA activities include providing financial support for teachers and parents to attend seminars and workshops on substance-abuse prevention and sponsoring parent discussions on drug awareness topics. In 1985, parents began an after-school program as a way to provide a safe environment for students who otherwise might be unsupervised until their parents return from work.

Contact: Sister Nora M. Nash, O.S.F., Principal, St. Gregory the Great School, 4680 Nottingham Way, Hamilton Square, New Jersey 08690; (609) 587-1131

New Providence High School
New Providence, New Jersey

Exemplary Indicators

- Recognizing and Assessing the Problem
- Setting, Implementing, and Enforcing Policy
- Student Involvement

Demographic Profile

Grades 9–12
Enrollment 405
Low Income .9%
Black 1.3%
Other* 6.3%
White 92.4%

*Asian, Hispanic, and Native American

New Providence is located about 25 miles from New York City. Its proximity to New York City affords residents easy access to a wide variety of social, cultural, and educational activities, as well as to drugs.

As the 1980s unfolded, New Providence High School recognized the need to address issues regarding school environment, discipline, educational direction, and the increase in drug use by students nationally. The position of student assistance counselor was created and extensive training for this person began. Periodic formal surveys help New Providence to assess drug use and tailor prevention programs accordingly. Survey results are disseminated throughout the community through town meetings, student newspapers, PTSA programs, regular faculty meetings, and inservice training activities. Copies are also available at the library, post office, school board office, and various other schools throughout the community.

New Providence has a strong, clear, no-use policy. To take part in the sports program, student athletes and their parents must sign an agreement indicating compliance with no use. Should a violation occur, the student immediately is dismissed from the team and all athletic honors are disallowed.

There is also a prom contract/parent permission agreement that students and parents sign acknowledging they understand prom rules, including no use of alcohol and other drugs. A breathalizer test kit is on site at proms, dances, and other similar events, and a total smoking ban that prohibits students, faculty, parents, and visitors from smoking on school premises is in place. PTSA-sponsored, "Project Graduation" helps promote alcohol- and drug-free graduation and post-graduation parties. Another PTSA project urges parents to sign a "safe home pledge" declaring that they will not serve alcohol to teenagers.

Students at New Providence take part in numerous drug prevention, extracurricular, and athletic activities. HOP (Helping Our Peers) is a student peer counseling group that also makes drug-free presentations. The student leadership team (made up of leaders from clubs and athletics) sponsors various anti-drug activities throughout the school year.

Contact: Mrs. Jean Masters Juris, Principal, New Providence High School, 35 Pioneer Drive, New Providence, New Jersey 07974; (201) 464-4700

Sandia High School
Albuquerque, New Mexico

Exemplary Indicators
- Staff Development
- Parent Involvement

Demographic Profile
Grades 9–12
Enrollment 1,801
Low Income 4.2%
Black 2.3%
Hispanic 15.3%
Other* 4.6%
White 77.8%
*Asian and Native American

Sandia High School is a neighborhood school in a white-collar, residential section of northeastern Albuquerque.

Sandia High School has a comprehensive, well-developed drug prevention program. Its approach is one of policy development, awareness of issues, education and prevention, identification, intervention, referral, support groups, and ongoing research and documentation.

All staff members at Sandia receive yearly inservice training on chemical dependency. Selected staff members, called the Core Team, receive additional training. The Core Team trains other staff members, works with recovering students, and advises the student Peer Educators group (role models who promote a drug-free lifestyle).

An especially effective part of Sandia's anti-drug effort is PIP (Parent Involvement Program), a type of first-offenders program for students who have violated the school's drug policy. PIP provides an alternative to the automatic 10-day suspension. To participate, parents and their children "enroll" in a seven-part course where they learn the dangers of drug use and work to increase communication skills. Students and one or both of their parents (or a legal guardian) are required to attend all seven of the education sessions. Each student completing the program has an exit interview with the principal and signs a no-use contract.

Contact: Mrs. Marilyn Zanetti, Principal, Sandia High School, 7801 Candelaria NE, Albuquerque, New Mexico 87110; (505) 294-1511

Fishkill Elementary School
Fishkill, New York

Exemplary Indicators
- Teaching Drug Prevention

Demographic Profile
Grades K–6
Enrollment 435
Low Income 5.57%
Black 2.5%
Other* 3.7%
White 93.8%
*Asian and Hispanic

Fishkill is located about 68 miles north of New York City in the Hudson Valley. It is in a suburban residential area.

The drug awareness program at Fishkill has a strong, no-use message and encourages supportive, early intervention. The school's HUGS (Happiness Under Great Strategies) program, which takes place at each grade level, is designed to help students feel confident about themselves and learn decision-making skills, especially skills related to saying no to drug and alcohol use. Students who show positive changes or have positive attitudes are given HUGS award ribbons and their photos are put on the HUGS bulletin board near the school's entrance. By the end of the school year, each student has received at least one HUGS award.

The second phase of the HUGS program is designed to help create a tight-knit school family with a sense of community. There are monthly parenting skills workshops. The school has theme days (i.e., Funny Outfit Day, Frog Day); and classrooms "adopt" local families, helping provide them with food, toys, and clothing. Other aspects of the program include the special area teachers assistance program in which teachers act as mentors to students with special talents and abilities; the Tadpole program, in which staff members "adopt" at-risk students; and the You've Got a Friend program, in which youngsters with problems are matched with older students.

All the classroom teachers at Fishkill Elementary School have received training in a commercially produced, anti-drug curriculum. Material on drug-related issues is presented throughout the curriculum. Each year, new information and skills are taught and previous instruction is reviewed.

Contact: Mr. L. Guy Barton, Principal, Fishkill Elementary School, Church Street, Fishkill, New York 12524; (914) 896-5950

Scotia-Glenville Junior High School
Scotia, New York

Exemplary Indicators

- Staff Development
- Parent Involvement
- Community Involvement

Demographic Profile

Grades 7–8
Enrollment 381
Low Income 22%
Other* 1.8%
White 98.2%

*Asian, Black, and Hispanic

Located in a suburban area near Schenectady, Scotia-Glenville Junior High serves a 40 square-mile area with a diversified population that includes a large number of retired people.

Ongoing staff development is a key component. In addition to extensive inservice training (portions of which are mandatory), staff members attend a variety of conferences and regional programs related to drug prevention. A special budget provides for staff and library materials to be updated regularly. The staff have been trained to serve as ombudsmen and also in techniques focusing on the development of students' positive self-esteem. As a result of a 10-day training designed to help teachers identify signs and symptoms of drug use and create and implement programs on self-esteem, several staff members designed and obtained approval for the junior high school's adaptive education program for at-risk students. The student assistance counselor receives ongoing training in areas such as emerging drug issues and improved counseling strategies.

Parents are closely involved with the school's anti-drug program. They helped create the drug education curriculum, participated in writing the discipline code, and helped operate the school's adaptive education program for at-risk students.

The Scotia-Glenville area has a long history of concerned citizen involvement that carries over into community interest in preventing substance abuse. For example, Teen Town (one of many social clubs that sponsors drug-free activities for students) is two-thirds funded by the town. Seventeen Teen Town events are held annually. Various other organizations coordinate with the school in helping with drug prevention activities, including the Citizens Advisory Committee (made up of civic groups, school personnel, clergy, and local law enforcement) and a senior citizens' organization called the Intergenerational Program. School-sponsored activities include SKODA (Scotia Kids Onto Drug Awareness), a puppet show presentation group, and a safe homes project.

Contact: Mrs. Anne B. Sterman, Principal, Scotia-Glenville Junior High School, Prestige Parkway, Scotia, New York 12302; (518) 382-1263

St. John the Baptist Parish School
Brooklyn, New York

Exemplary Indicators
- Teaching Drug Prevention
- Staff Development

Demographic Profile
Grades K–8
Enrollment 557
Low Income 77%
Black 84%
Hispanic 16%

A Catholic School in the Bedford-Stuyvesant section of Brooklyn, St. John the Baptist Parish School is in the heart of a neighborhood ravaged by poverty and drug use. The school's presence in the neighborhood has been likened to an oasis in a desert of crime and depression.

St. John the Baptist's drug prevention program, an adaptation of the State's anti-drug curriculum, takes place through the curriculum, counseling, and referrals to community agencies. While all subjects have what the school calls an "undercurrent" of prevention instruction, information about drugs is infused primarily into religion, science/health, and reading courses. Religion classes focus on areas such as developing self-esteem through self-awareness; science/health classes emphasize the physical effects of drug use; and upper-level reading courses require students to write term papers, some of which have substance-abuse-related topics.

All faculty members have received training in the basic anti-drug curriculum, and updates are given at mandatory faculty meetings. A wide variety of workshops and training sessions on drugs and drug-related issues are also available to teachers and staff. Training includes: working with adolescents, drug prevention, and dealing with children of alcoholics.

Working with the St. John the Baptist parish and police, the school has been instrumental in helping rid the surrounding neighborhood of crack dealers. At times crack dealers have retaliated by ransacking the principal's office, breaking into the safe where the school money is kept, and leaving it on the desk as a warning. However, the administration and staff of St. John the Baptist only continue to strengthen their anti-drug efforts.

Contact: Sister Mary Jane Raeihle, Principal, St. John the Baptist Parish School, 82 Lewis Avenue, Brooklyn, New York 11206; (718) 453-1000

Theodore Roosevelt High School
Bronx, New York

Exemplary Indicators

- Recognizing and Assessing the Problem
- Teaching Drug Prevention

Demographic Profile

Grades 9–12
Enrollment 3,024
Low Income 98.8%
Asian 7%
Black 32%
Hispanic 60%
Other* 1%

*Native American and White

Theodore Roosevelt High School serves one of the Nation's poorer neighborhoods; many of its students speak little or no English.

Following an assessment of students' drug problems, the school's internal structure was divided into 11 clusters (or houses), each of which has a coordinator, family assistant, and guidance counselor. Among the support services available to all the clusters is the SPARK program. SPARK's two specially trained counselors work with those at-risk for drug use and train students to do anti-drug peer counseling. The SPARK program also includes a hotline and provides films and workshops as well as maintaining links with rehabilitation programs.

Inservice training about drug use is required for all Theodore Roosevelt staff members, and workshops with an anti-drug component are held for new teachers.

Drug education is infused into the curriculum. Social studies classes address the legal, social, and political consequences of dealing with drugs; science classes teach about the physiological consequences of drug use; and physical education classes stress the negative effects of drug use, emphasizing the damage possible from anabolic steroids.

In addition to its regular no-use curriculum and SPARK classes, Theodore Roosevelt has "Crack Down on Crack" Week, when information about the dangers of crack (the area's major drug problem) is presented in classes. During the year, there are numerous anti-drug activities for students, including special assembly programs, a No-Drug rap contest, and theater productions.

The high school makes an effort to bring all parents into its anti-drug efforts. Mailings to parents about meetings are done in English, Spanish, Vietnamese, and Khmer; and parent meetings are conducted in English and Spanish.

Contact: Mr. Paul B. Shapiro, Principal, Theodore Roosevelt High School, 500 E. Fordham Road, Bronx, New York 10461; (212) 733-8100

Trinity Catholic School
Massena, New York

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Teaching Drug Prevention
- Parent Involvement

Demographic Profile

Grades K–6
Enrollment 305
Low Income 15%
Asian 1%
Black 1%
Native American 1%
White 97%

Massena, located in the northernmost part of New York State near the Canadian border, is an industrial town where the community traditionally has condoned underage smoking and beer drinking.

A firm, no-use message is clearly stated in Trinity Catholic School's policy. Each year, during the first month of school, every family receives a home visit from one of the school's teachers. At that time, school policies are reviewed and questions are answered. Violation of the policy at school or within its jurisdiction results in a number of consequences. For example, for a first-time offender of the school's policy—including the use or possession of cigarettes, alcohol, over-the-counter, or prescription drugs—the following actions are taken: a meeting with the student, parents, and school officials; the signing of a contract acknowledging the problem; and an agreement that both the student and parents will participate in a drug counseling and rehabilitation program.

The administration and staff at Trinity Catholic School do not condone drugs and the school has a firm, no-use drug curriculum in place. The school's sequenced drug education program takes place at every grade level, K–6; it is based on the philosophy, "Be responsible—Reach your full potential—Be drug free." The program focuses on these major concepts: respect for life; self-image; feelings and compassion; communication skills; body balance and keeping a healthy body; appropriate use of prescription drugs; problem solving and decision making; and alternatives to drugs.

Parent volunteers are highly visible in the life of the school, helping with field trips and rallies as well as the Circles program (student discussion groups that provide positive peer support systems). Parents preview and critique audiovisual materials and all fifth- and sixth-grade parents preview the family-life program.

Contact: Sister Mary Eamon Lyng, S.S.J., Principal, Trinity Catholic School, 188 Main Street, Massena, New York 13662; (315) 769-5911

Centerville High School
Centerville, Ohio

Exemplary Indicators

- Recognizing and Assessing the Problem
- Student Involvement
- Community Involvement

Demographic Profile

Grades 9–12
Enrollment 2,427
Low Income less than 1%
Asian 3%
Black 2%
White 95%

Centerville High School is the only public high school serving a suburban community of 45,000 residents near Dayton.

In 1982, a school/community task force surveyed and studied the drug problem in the area. After extensive research, it recommended a comprehensive drug education program that includes prevention, intervention, referral, and aftercare.

To participate in peer counseling or co-curricular (role model) activities, Centerville students must sign a pledge to remain drug free. Popular co-curricular activities include a positive role model program that emphasizes a healthy lifestyle and positive self-concepts, and SODA (Students Opposed to Drug Abuse). All student athletes sign a no-use pledge.

Parents are involved in everything from parent training seminars to school/community groups. FADE (Fight Against Drug Epidemic) is a community task force actively involved in Centerville High School's anti-drug efforts; the group represents virtually all the government, civic, and business agencies in the community. Through its efforts, a "Memorandum of Understanding" involving parents, community groups, law enforcement, and the schools has been signed. The memorandum, outlining community-wide drug use prevention guidelines and procedures, was mailed to 20,000 homes.

Contact: Mr. David McDaniel, Principal, 500 East Franklin Street, Centerville, Ohio 45459; (513) 439-3500

Toledo Central Catholic High School
Toledo, Ohio

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Staff Development
- Parent Involvement

Demographic Profile

Grades	9–12
Enrollment	1,505
Low Income	9%
Black	9%
Other*	2%
White	89%

*Asian and Hispanic

Toledo Central Catholic High School (TCCHS) is a coeducational, Catholic school located in inner-city Toledo. The school draws its diverse student body from Toledo and surrounding suburban areas, including southwest Michigan.

Toledo Central Catholic High School has a strong, well-communicated, no-use drug policy that includes an "alternative consequence" to expulsion for first offenders. Students choosing this are placed on disciplinary probation for 10 weeks, take part in a drug and alcohol awareness group, and must have a parent attend a 10-session dialogue group. At the end of the 10-week period, the family has a reentry conference with school administrators, at which time a chemical assessment of the student may be required and the prescribed treatment must be successfully completed. To remain at CCHS, the student must agree to remain drug free. Strong aftercare support and counseling for reentering and recovering students are available.

The administration and staff at Central Catholic High School believe chemical dependency is a disease that can be combated, and the entire staff has received mandatory training in alcohol- and drug-use prevention and intervention. All new teachers receive inservice training as well.

Parents are actively involved in the school's anti-drug program, helping run weekly rap sessions for freshmen and putting on an annual all-night, drug-free commencement party that 97 percent of the senior class attended. The party included a sit-down dinner, skits, dancing, and breakfast at dawn. The CCHS Mothers Club was instrumental in the formation of an anti-drug group, Catholic High School Parents United, that published a widely distributed parent brochure, "Parties, Drugs and Alcohol."

Parents took the initiative in providing freshman health classes with student/parent contracts that establish an agreement in which students promise to work toward a drug-free life and parents promise support and cooperation. Parents plan and host an annual Freshman Orientation Mass and Breakfast for the parents of all incoming students.

Contact: Mr. Michael J. Smith, Principal, Toledo Central Catholic High School, 2550 Cherry Street, Toledo, Ohio 43608; (419) 255-2280

Monte Cassino Middle School
Tulsa, Oklahoma

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Parent Involvement

Demographic Profile

Grades 5–8
Enrollment 212
Low Income 10%
Black 1%
Hispanic 2%
White 97%

Monte Cassino Middle School is a coeducational, Catholic school that draws its primarily middle-class student body from throughout Tulsa and surrounding small towns.

Monte Cassino has broad-based, comprehensive, drug education programs for both students and parents. There are six separate components (based on commercially produced programs) for students and two for parents. The student program is in place at all grade levels, has a preventive focus, and is geared toward helping adolescents build self-confidence while developing decision-making and communication skills. The school also conducts small support groups for students affected by divorce, the death of a family member (or close friend), or considered at-risk for drug abuse.

Monte Cassino has a strong, clear, no-use drug policy. At the beginning of the year, each family received a printed copy of the school's discipline policy (which includes the drug policy). Both parents and students must sign and date a sheet stating they read the policy, understood it, and discussed it together. Homeroom teachers keep the statements on file.

The drug education program for parents emphasizes parenting skills. Two eight-week courses dealing with building healthy relationships are offered with both day and evening sessions to help make attendance convenient.

The school offers a number of fun, family-oriented activities designed to promote school/student/parent closeness; for example, canoe trips, car washes, Bingo-Chili nights, hayrides, and Christmas caroling.

Monte Cassino has a close-knit faculty, all of whom have received extensive, required, substance-abuse prevention training.

Contact: Mr. Pete Theban, Principal, Monte Cassino Middle School, 2206 South Lewis, Tulsa, Oklahoma 74114; (918) 742-3364

Waldport Elementary School
Waldport, Oregon

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Teaching Drug Prevention

Demographic Profile

Grades K–5
Enrollment 458
Low Income 30%
Native American 4.5%
Other* 1.7%
Pacific Islander 1%
White 92.8%

*Black and Hispanic

Waldport Elementary School serves a 696 square-mile area that includes the towns of Waldport (population 1,600) and Yachats (population 500) and surrounding rural areas. Many of the elementary school students live in isolated mountain communities; 90 percent of the student body ride the bus to and from school.

In 1983, after a third grader was found with an ounce of marijuana at school and several children were discovered with cigarettes, a comprehensive substance-abuse awareness and prevention program was put in place at Waldport Elementary School. Its no-use message is infused throughout the school's daily activities and curriculum. In addition to the use of two commercially produced, anti-drug curricula, fourth graders take part in Just Say No Club activities, and fourth and fifth graders received instruction in refusal skills. Positive self-concept and academic success are emphasized through use of instructional strategies designed to meet the unique learning style of every student. A strong preventive effort is central to Waldport Elementary's program.

The drug policy at Waldport is strong and concise and encourages students to seek help with problems. During the first week of school, the policy is reviewed by classroom teachers, and student handbooks are taken home to be reviewed with parents. On the back cover of each handbook is a certificate the student and a parent must sign confirming that they reviewed and understood the policy. Classroom teachers keep the returned certificates on file. The school's drug policy also is presented at parent meetings and published in the local newspaper. An interagency group, consisting of community-based drug prevention and education experts and concerned community members, meets monthly to assure that student and family needs are addressed immediately.

Contact: Dr. Kathy Rhoden Godinet, Principal, Waldport Elementary School, P.O. Box 830, Waldport, Oregon 97394; (503) 563-3237

Banks High School
Banks, Oregon

Exemplary Indicators

- Recognizing and Assessing the Problem
- Teaching Drug Prevention
- Student Involvement
- Parent Involvement

Demographic Profile

Grades 9–12
Enrollment 337
Low Income 8%
Black 1.5%
White 98.5%

Located in the northwestern part of the State, Banks High School draws its student body from a 60 square-mile area.

In 1983, a group of concerned parents met with school leaders to discuss how best to cope with student drug use. An outgrowth of that meeting was a parent/community group, CAB (Caring About Banks), that conducted the initial assessment survey of the area's drug problem. Among the survey's findings: 72 percent of responding youngsters had used alcohol, 13 percent on a weekly basis.

With CAB's assistance, Banks High School put in place a strong drug prevention curriculum and multifaceted student assistance program. The curriculum has a prevention focus that emphasizes decisionmaking skills and stresses long-range complications from alcohol and other drug use, genetic predisposition to addiction, and how to establish a lifetime health program.

The student assistance program at Banks includes in-school awareness groups for students who wish to discuss issues and for recovering students. A counselor and core team of teachers help monitor and conduct the program.

More than a third of the student body belong to a chapter of OSSOM (Oregon Student Safety on the Move), which sponsors numerous drug- and alcohol-free activities, including an annual New Year's Eve party.

CAB continues to work closely with Banks High School. Recently, it helped promote a safe-home pledge in which parents promise that teenage gatherings in their homes will be drug- and alcohol-free.

Contact: Mr. Gene Harp, Principal, Banks High School, 450 S. Main Street, Banks, Oregon 97106; (503) 324-2281

Ancillae-Assumpta Academy
Wyncote, Pennsylvania

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Teaching Drug Prevention
- Parent Involvement

Demographic Profile

Grades P–8
Enrollment 250
Low Income 3%
Asian 4%
Black 14%
Hispanic 1%
White 81%

Ancillae-Assumpta Academy is a coeducational, Catholic school in a suburb of Philadelphia. The student body is drawn from the surrounding area as well as from Philadelphia.

The Academy's no-use drug policy (with an emphasis on early intervention) is firm and consistent. Violation of the policy results in immediate consultation with the principal and both parents. Suspension and possible expulsion follow. Parents and faculty are asked not to smoke during school activities or events.

Ancillae-Assumpta's anti-drug curriculum is integrated into various subject areas at all grade levels of the regular curriculum. Four different textbook series help incorporate substance-abuse prevention information into health, religion, and guidance classes. All staff members have received mandatory drug awareness inservice training; new teachers receive training during orientation.

Parents (and some grandparents) are actively involved in numerous school programs. The school and parents view all student activities as healthy alternatives to drug involvement and believe a portion also should teach youngsters social responsibility and the virtues of reaching out beyond themselves. For example, Ancillae-Assumpta has a program in which students make sandwiches, and parents and teachers distribute them to the homeless in Philadelphia.

Contact: Sister Elizabeth McCoy, Director, Ancillae-Assumpta Academy, 2025 Church Road, Wyncote, Pennsylvania 19095; (215) 885-1636

Northgate Junior-Senior High School
Pittsburgh, Pennsylvania

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Teaching Drug Prevention

Demographic Profile

Grades 7–12
Enrollment 669
Low Income 35%
Black 3.1%
Other* 1.8%
White 95.1%

*Asian, Hispanic, and Native American

Located on the outskirts of Pittsburgh, Northgate Junior-Senior High School serves the adjoining communities of Bellevue and Avalon.

Northgate has a strong, no-use drug policy that is applied consistently and reviewed yearly. If a student violates the policy, the parents are contacted, the police department is notified, and the student is suspended for at least three days. (An informal hearing is held with the principal for longer suspensions.) The student is also subject to suspension from athletic teams and other extracurricular activities for a minimum of 60 days.

Students seeking assistance with drug problems have several options. In addition to approaching Northgate staff directly (as many do), they can go to the school's Drop-In Center. Also, weekly meetings of "Feelings" and "Aftercare," discussion groups run by a trained counselor from outside the school system, are available. Despite limited funding, Northgate created a comprehensive substance-abuse prevention program that has given it the reputation of being a "safe" environment for students and has increased enrollment.

The school's drug and alcohol program focuses on prevention. The school's underlying philosophy is "Give students something better to do." The year-round curriculum sends a no-use message. For instance, the seventh-grade coursework covers the following topics: alternative activities (September); self-esteem (October); the addictive personality (November); coping with stress (December); managing personal stress (January); dealing with peer pressure (February); communications assertiveness training (March); decisionmaking (April); and developing a positive attitude (May).

Contact: Mr. Jan Richard Garda, Principal, Northgate Junior-Senior High School, 589 Union Avenue, Pittsburgh, Pennsylvania 15202; (412) 734-8016

Clear Spring Elementary School
San Antonio, Texas

Exemplary Indicators
- Teaching Drug Prevention
- Parent Involvement

Demographic Profile
Grades K–5
Enrollment 635
Low Income 51%
Asian 1%
Black 9%
Hispanic 43%
White 47%

Clear Spring Elementary School serves a diverse population. Many students live within a two-mile radius of the school and others are bused from outside the immediate boundaries of Clear Spring.

The school's drug education program is implemented at each grade level. Its goals are to provide information about substance abuse while developing student skills related to self-awareness, making decisions, and saying "no." The curriculum is integrated into science, social studies, and health courses. During the last 10 days of each month, the counselor gives brief "self-awareness" mini-lessons over the public address system.

In addition, Clear Spring created the Attitude Plus (A+) program to help its elementary school students develop four attitudes necessary for a successful life—a positive attitude, a caring attitude, a learning attitude, and a determined attitude. Youngsters are introduced to various characteristics that typify each of the attitudes and skills taught to help them meet challenges. For example, students at Clear Spring learn to set goals, deal with peer pressure, improve grades, and strengthen relationships. Attitude Plus pep rallies are held monthly during the school year.

The Clear Spring PTA has a drug education committee. Parents average 20–30 hours weekly of volunteer time working at the school. Grandparents and senior citizens do so as well through Operation Shareheart. Their volunteer activities include tutoring, listening to student problems, helping with field trips, reading to young students, and assisting in A+ pep rally preparations and other anti-drug activities.

Contact: Mr. Richard E. Kirk, Principal, Clear Spring Elementary School, 4311 Clear Spring, San Antonio, Texas 78217; (512) 655-6055

Ingram Tom Moore High School
Ingram, Texas

Exemplary Indicators

- Recognizing and Assessing the Problem
- Student Involvement
- Parent Involvement

Demographic Profile

Grades 9–12
Enrollment 989
Low Income 43.2%
Hispanic 6.5%
Other* 1.5%
White 92%

*Asian and Black

Ingram Tom Moore High School draws its student body from a 213 square-mile area that includes the town of Ingram and surrounding rural areas.

Among teenagers in the area, alcohol is the drug of choice and the combination of drinking, driving, and winding hill-country roads has led to a number of tragic accidents. In 1986, in response to the alcohol-related traffic deaths of several Ingram Tom Moore students, a coalition of parents, students, and school staff members banded together to form Moore PRIDE (Parent, Professional, Peer Responsibility in Drug Education). Each of the groups in PRIDE works independently as well as cooperatively through the umbrella group's steering committee.

Since PRIDE's formation, the parent component has held parenting seminars, published a parent resource handbook, produced bumper stickers, held a forum for sheriff and district judge candidates, mailed drug and alcohol fact sheets home with report cards, and sponsored annual chemical-free graduation celebrations.

The school staff component created a student assistance program, formed a liaison with a local treatment center, and put in place an anti-drug curriculum and anti-drug policy governing extracurricular activities. The student component of PRIDE formed Help to Others, a peer counseling program; held Just Say No dances; and created a "rap room" where students can discuss concerns. Peer counselors have been trained to recognize students who are depressed, suicidal, or drug users. Faculty advisors to the peer counselors have had training in spotting at-risk students.

Contact: Mr. W. Buddy Collins, Principal, Ingram Tom Moore High School, 700 Highway 39, Ingram, Texas 78025; (512) 367-4111

Juan Linn Math and Science Magnet School
Victoria, Texas

Exemplary Indicators
- Student Involvement
- Community Involvement

Demographic Profile
Grades K–8
Enrollment 598
Low Income 75%
Asian 1%
Black 5%
Hispanic 64%
White 30%

Juan Linn Math and Science Magnet School, located in inner-city Victoria, is a neighborhood magnet school.

In an effort to combat initial drug use, the goals of the school's anti-drug program are to promote student self-esteem, emphasize the development of healthy bodies and minds, teach decisionmaking skills, and provide positive peer influence.

All fourth and fifth graders belong to the C.H.I.C.K.E.N. Club. Members pledge to lead drug-free lives and are characterized as being Cool, Healthy, Intelligent, Clear-headed, Keen, Energetic, and NOT Interested in Drugs.

Every Wednesday is Just Say No Day at Juan Linn. Students wear their C.H.I.C.K.E.N. Club T-shirts (the principal wears one that says "Head Chicken"), and the school counselor makes a brief intercom presentation encouraging a drug-free life. During the 1988–89 school year, the C.H.I.C.K.E.N. Club was expanded to include the Young CHICK Club for the school's Pre-Kindergarten to third-grade students.

A local civic group and the Juan Linn PTO (Parent/Teacher Organization) co-sponsor the C.H.I.C.K.E.N. Club, providing a free T-shirt for every student; a number of local restaurants and businesses give discounts to C.H.I.C.K.E.N. Club members. Several civic organizations contribute funds for anti-drug activities and two local hospitals assist the school in its drug-use prevention efforts.

Contact: Mr. Steven Myers, Principal, or Mrs. LaVerne Teague, Counselor, Juan Linn Math and Science Magnet School, 601 E. Colorado, Victoria, Texas 77901; (512) 578-0171

Louise Black Kindergarten School
Weslaco, Texas

Exemplary Indicators
- Teaching Drug Prevention
- Student Involvement

Demographic Profile
Grades K
Enrollment 850
Low Income 67%
Hispanic 97.8%
White 2.2%

Located 10 miles from the Mexican border, drug trafficking from Mexico is a problem in Weslaco.

The Louise Black Kindergarten School is a public, all-day kindergarten. The school focuses its anti-drug efforts on early primary prevention programs and helping students who come from families with drug-related problems. (A full-time counselor is available, and students can and do voluntarily seek help.)

The Louise Black Kindergarten School uses several age-appropriate, commercially produced, anti-drug programs and infuses them into the curriculum. The programs emphasize concepts such as developing a positive self-image, dealing with peer pressure, and making responsible decisions. They also provide information about the harmful effects of drugs, including alcohol and tobacco, and teach the difference between medicine and drugs. Each Monday is "Awareness Monday," and students are encouraged to wear their Just Say No T-shirts.

Every month has a theme with several learning and participatory activities, including a Just Say No flag-raising ceremony; visits by Rocky, a drug sniffing dog from the U.S. Border Patrol; Red Ribbon Week, which includes a parade and assembly with local dignitaries; special theme-oriented, substance-abuse lessons taught by the school counselor; a talk by Ronald McDonald on personal safety and substance abuse; Great American Smokeout Week, during which each child designs and paints his own T-shirt; messages by a ventriloquist and McGruff; Mr. Yuk Week (students participate in activities to increase their awareness of poisons and dangerous substances); and Just Say No Month. Planned activities take place at least twice a week.

Contact: Mr. Humberto Saenz, (former Principal of Louise Black Kindergarten School), Principal, Roosevelt Elementary School, 306 North Bridge Street, Weslaco, Texas 78596; (512) 968-1527

Spring High School
Spring, Texas

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Staff Development
- Parent Involvement

Demographic Profile

Grades 9–12
Enrollment 2,162
Low Income NA
Black 14%
Hispanic 11%
Other* 4%
White 71%

*Asian, Native American, and Pacific Islander

Spring is located just north of Houston. As a result of Houston's tremendous growth spurt in the late 1970s, the town of Spring has become an upper-middle class community that has retained a sense of small-town values.

In the summer of 1988, parents, students, teachers, counselors, administrators, and community members recognized that Spring needed to take a firm stand with its drug policy to significantly reduce substance abuse. Spring's current drug program was developed in direct response to parental requests that students be able to seek confidential help.

The program Spring High School developed and implemented is built on the foundations of instruction, authority and discipline, and behaviorial intervention.

Spring has developed a thorough alcohol, drug, and tobacco policy which it consistently enforces. The policy and procedures are reviewed annually with input throughout the year from students, staff, parents, and administrators.

All staff members—including bus drivers, cafeteria workers, and custodians—have received mandatory inservice drug awareness training. In conjunction with a nearby medical school, Spring has put in place the TAC (Teachers as Counselors) program to help identify and work with at-risk students. A carefully delineated set of aftercare guidelines that help recovery students reenter school has been implemented.

An especially effective component of Spring's overall program is PROUD (People Reaching Out Understanding and Doing), a parent/student group dedicated to creating a drug-free school and community. Outreach strategies include parent meetings, newsletters, and telephone committees.

Contact: Mrs. Gloria Marshall, Principal, Spring High School, 19428 Highway 45 North, Spring, Texas 77373; (713) 353-3465

Willis High School
Willis, Texas

Exemplary Indicators
- Setting, Implementing, and Enforcing Policy
- Teaching Drug Prevention

Demographic Profile
Grades 9–12
Enrollment 752
Low Income 15.3%
Black 9.5%
Other* 3.9%
White 86.6%
*Asian and Hispanic

Located in the small town of Willis, north of Houston, Willis High School serves a diverse student body from a wide range of income levels.

Willis has a strong, no-use drug policy that teachers go over in class. After a review period, students take their student handbooks home and discuss them with their parents. Each student and a parent (or guardian) must return a signed form to the school saying the handbook has been read and understood.

The drug prevention program at Willis High School is monitored and updated by a drug awareness action team called High on Pride. The team, which has 10 permanent staff members, is a part of the school's overall campus improvement team. Among its activities are four drug information/awareness assemblies a year and an annual "High on Pride" Week. A strong no-use message is consistent throughout the school's curriculum and activities. Drug education is infused into science, math, English, and art classes. Students are helped to build self-esteem, learn good decisionmaking skills, and create wholesome, healthy lifestyles.

An especially effective part of Willis's anti-drug program is SNAP (Students Needing Additional Pats). In it, members of the faculty and support staff "adopt" at-risk students, many of whom have substance-abuse problems. The one-on-one program provides each student with a positive role model and a mentor to turn to when problems arise.

Contact: Mr. Thomas Crowe, Principal, Willis High School, 1304 North Campbell, Willis, Texas 77378; (409) 856-4571

Timpview High School
Provo, Utah

Exemplary Indicators

- Recognizing and Assessing the Problem
- Setting, Implementing, and Enforcing Policy
- Staff Development

Demographic Profile

Grades 9–12
Enrollment 1,474
Low Income 5.5%
White 100%

Timpview High School is in a university town of nearly 75,000 in central Utah. The school is located near the campus of Brigham Young University, and many of the high school's students come from the Church of Jesus Christ of Latter-Day Saints (or Mormon) families where the values include abstinence from tobacco, alcohol, and other drugs.

In 1984, following a formal assessment of student drug and alcohol use, the Timpview staff discovered that about half of the student body had used marijuana. The school's resulting no-use drug policy can be summed up simply: "Don't use drugs." The policy emphasizes that the use or sale of drugs is a violation of State law and that violators will be turned over to the police.

Drug education is infused throughout the curriculum, providing information and helping students develop decisionmaking skills. Staff members who teach family life, psychology, American society, driver's education, health, and physical education receive drug education training as well as periodic inservice updates. All teachers attend mandatory inservice training on drug prevention provided by a local mental health facility. School counselors work with the same facility to provide aftercare for reentering students.

Continuing, periodic assessment surveys at Timpview are conducted in conjunction with Brigham Young University.

Contact: Dr. Kay W. Laursen, Principal, Timpview High School, 3570 North 640 East, Provo, Utah 84604; (801) 374-4880

West High School
Salt Lake City, Utah

Exemplary Indicators

- Setting, Implementing, and Enforcing Policy
- Student Involvement

Demographic Profile

Grades 7–12
Enrollment 1,618
Low Income 23%
Asian 4%
Black 3.8%
Hispanic 12.9%
Other* 2.6%
Tonga 2%
White 74.7%

*Native American and Pacific Islander

West High School serves Salt Lake City's most ethnically diverse neighborhood, one made up of predominantly poor and blue-collar residents intermingled with some higher-income families.

West High School's drug prevention program takes a life-skills approach emphasizing student self-esteem and healthy lifestyles. The school's anti-drug policy is firm, comprehensive, and applied consistently. The policy forbids the use or possession of drugs and alcohol as well as "resorting," which is knowing about or intentionally being present when alcohol or controlled substances are used. In addition to suspension following an initial drug-policy violation, the PTAP (Parent-Teen Alternative Program) requires that all first-time drug and alcohol offenders, plus at least one of their parents, attend six sessions of district-sponsored, anti-drug training.

Student involvement in West's drug prevention programs includes peer counseling by student leaders and an improvisational theater group called Self Incorporated. The theater group has performed throughout the city and State and also during anti-drug programs in Los Angeles and Washington, D.C. Members also do peer counseling.

Contact: Mr. Harold J. Trussel, Principal, West High School, 241 North 300 West, Salt Lake City, Utah 84103; (801) 355-5347

B.C. Charles Elementary School
Newport News, Virginia

Exemplary Indicators
- Teaching Drug Prevention
- Parent Involvement

Demographic Profile
Grades K–5
Enrollment 594
Low Income 20%
Asian 2.6%
Black 24%
Other* 1.4%
White 72%

*Hispanic and Native American

B.C. Charles Elementary School is located in northern Newport News. Because of an Army transportation center in the area, many of the students are children of transient workers. About 25 percent of the student population is bused in from inner-city, southern Newport News.

The Charles School staff believes that despite varying backgrounds, all their students are at high risk for drug abuse. Information about drugs (including tobacco and alcohol) is included in health and science classes and infused throughout the curriculum. All teachers are expected to serve as role models. The curriculum is supplemented by a drug-abuse resistance program in grades K–5, and by a program which helps students to be their best by making healthy choices that will not hurt themselves or others in the fourth and fifth grades. A police officer is assigned to the school staff for one semester. The regular classroom teacher is present while the lessons are being taught and reinforces messages on a daily basis in all subjects.

Parents are an integral part of the anti-drug program at Charles. Parent volunteers sponsor and coordinate the activities of the Just Say No Club. Parent volunteers also teach special lessons on the physical effects of drugs and alcohol, on hidden messages in commercials, and on the psychology of addiction. Parents can attend workshops on parent-child communication, self-esteem, and symptoms of drug and alcohol abuse.

Contact: Mrs. Lucy Ann W. Hancock, Principal, B.C. Charles Elementary School, 101 Youngs Road, Newport News, Virginia 23602; (804) 886-2577

Chief Leschi High School
Tacoma, Washington

Exemplary Indicators

- Recognizing and Assessing the Problem
- Teaching Drug Prevention
- Student Involvement

Demographic Profile

Grades 9–12
Enrollment 100
Low Income 92%
Native American 98%
White 2%

Chief Leschi High School is located on the Puyallup Reservation and serves the Native American population of Tacoma and parts of Pierce and King counties. Most of the students at Chief Leschi come from low-income homes with a history of drug abuse. The school is housed in the same building as the Chief Leschi Middle School, the Tribal Council, and the Tribal Police.

Native American adolescents are identified as an especially high-risk group for involvement with mind-altering substances; concern about the impact of alcohol and other drug use on students was the motivation for a survey among the students, staff, community, and tribal leadership on a variety of issues, including substance abuse. The results showed a need for drug education, as well as prevention and treatment.

Chief Leschi High School has designed and implemented a no-use curriculum especially for Native Americans. At its center is the belief that the only sure way to prevent abuse or addiction is by abstention. The curriculum goes beyond "just saying no" to deal with why and how to say no. It emphasizes self-esteem and the school's role in building self-awareness.

Regular in-depth, diverse inservice training is required for all Chief Leschi staff members. During training, staff are taught to stress "no use" to students and help provide the skills students need to reject drugs. Staff also learn to identify warning signs and symptoms that could indicate the beginning of drug- or alcohol-related problems.

Students hold bake sales, car washes, and raffles and sell candy, jackets, sweat shirts, and T-shirts to raise funds for student-body activities. After-school activities include drug-free dances, Pow Wows, graduation celebrations, and roller-skating parties.

Contact: Mr. Don Renwick, Administrator, or Gerald Lundquist, Principal, Chief Leschi High School, 2002 E. 28th, Tacoma, Washington 98404; (206) 593-0219

Burlington Junior High School
Burlington, Wisconsin

Exemplary Indicators

- Recognizing and Assessing the Problem
- Setting, Implementing, and Enforcing Policy
- Community Involvement

Demographic Profile

Grades 6–8
Enrollment 709
Low Income 25%
Hispanic 2%
Other* 1%
White 97%

*Asian and Pacific Islander

Burlington Junior High serves both the town of Burlington and outlying rural areas.

A comprehensive, anonymous alcohol- and drug-use survey was designed by parents and staff members and administered to every local public and private school student in grades 6–12. In addition, a community survey was conducted by telephone. The survey results were compiled and mailed in letter form to every parent in the school district. All segments of the school community were also informed of the results.

Burlington has implemented a comprehensive anti-drug policy which provides assistance and alternatives rather than punishment. The policy is clear, concise, and easy to implement, with equitable treatment to all offenders. Alternatives provide a comprehensive approach to the degree and nature of the offense. The policy includes a confidential, voluntary urinalysis test provided without charge by the local hospital. Student athletes that violate Burlington's policy are subject to sanctions that require missing games or practices or even removal from a sports team. The policy prohibits students, employees, and the public from smoking in all school facilities. The policy is reviewed on a yearly basis by a core of staff and students.

PARTNERS, the community's alcohol-and-other-drug task force, helped create a clear, detailed, effective no-use drug policy for the schools. The task force involves a wide spectrum of the community in school efforts and brings about a public school/private school anti-drug alliance. PARTNERS has its own newsletter and sponsors adult training classes in conjunction with a local rehabilitation hospital. PARTNERS was influential in the formation of the Burlington Area Parents Network, a group that has parent representatives from every grade level of every public and private school in the area.

Contact: Mr. James Gulla, Principal, Burlington Junior High School, 201 S. Kendrick Avenue, Burlington, Wisconsin 53105; (414) 763-7655

Little Chute Middle School
Little Chute, Wisconsin

Exemplary Indicators

- Recognizing and Assessing the Problem
- Teaching Drug Prevention
- Community Involvement

Demographic Profile

Grades 4–8
Enrollment 339
Low Income 3%
Black 1%
Native American 1%
White 98%

Little Chute is a community where the use of alcohol had become part of the community's social fabric. Alcohol was served at most community functions.

In 1978, Little Chute conducted a formal assessment of its alcohol and drug problem. Information gathered indicated excessive use of alcohol, tobacco, and other drugs in the community. As a result of these findings, clergy, parents, students, police, village officials, teachers, guidance counselors, a local businessman, a principal, the school superintendent, and a member of the local Tavern League joined together to form an advisory planning committee. Next, a needs assessment survey was taken, and an open meeting to gather broader community attitudes was sponsored. After studying the results, recommendations were made in four categories: (1) information programs, (2) affective education, (3) alternative programs, and (4) early-intervention programs.

Little Chute's drug education/prevention program has been infused into its regular classroom curriculum. The greatest emphasis is in science and health classes. In physical education, a physical fitness unit with a no-use message is stressed. In fourth grade, instruction centers on the body systems and how they are affected by alcohol and other drugs. In fifth grade, a four-day unit is geared toward alcoholism and its effects in the family. In sixth grade, the focus is on decisionmaking, alternative activities, and peer pressure, featuring role-playing ways to say no. In seventh grade a semester-long program is presented in health classes, which addresses the history, effects, and consequences of tobacco, alcohol, and other drugs. The eighth-grade curriculum takes a look at alcohol and other drug issues as they relate to sexuality, dating, pregnancy, and fetal development (including fetal alcohol syndrome).

As a result of the planning group recommendations, many community organizations no longer serve alcoholic beverages at their functions. All churches in the community advertise alcohol- and other drug-free (AOD) activities. The business association provides prizes for AOD-free activities, and civic organizations have included AOD education for their members. The Little Chute AOD Prevention Committee receives a $1,000 budget from the village board that helps fund programs, inservices, and staff training.

Contact: Mr. Donald L. Bangert, Principal, Little Chute Middle School, 329 S. Grand Avenue, Little Chute, Wisconsin 54140; (414) 788-3502

APPENDIX A

Drug-Free School Recognition Program Winners—1988–89

Arizona

Desert Horizon Elementary School
Phoenix, Arizona 85037
Principal: Mr. Harold Waltman
(602) 873-1001

Santa Rita High School
Tucson, Arizona 85730
Principal: Miss Patricia Hale
(602) 721-6311

California

Live Oak Elementary School
Live Oak, California 95953
Principal: Mrs. Paulla J. McIntire
(916) 695-2189

Bella Vista Elementary School
Bella Vista, California 96008
Principal: Mr. Marvin Steinberg
(916) 549-4415

Parkway Middle School
La Mesa, California 92042
Principal: Mr. Calvin Strickland
(619) 463-9846

District of Columbia

MacArthur School
Washington, DC 20007
Principal: Ms. Denese N. Lombardi
(202) 965-8700

Spingarn Senior High School
Washington, DC 20002
Principal: Mrs. Ann N. Thomas
(202) 724-4525

Florida

W.R. Thomas Junior High School
Miami, Florida 33175
Principal: Mr. Jeffrey A. Miller
(305) 559-7070

Roosevelt Vocational School
Lake Wales, Florida 33853
Principal: Mr. Harold L. Maready
(813) 676-9402

Georgia

Newton County High School
Covington, Georgia 30209
Principal: Mr. Truman T. Atkins
(404) 787-2250

Hawaii

Kailua Intermediate School
Kailua, Hawaii 97634
Principal: Ms. Lyla B. Berg
(808) 261-1766

Illinois

Libertyville High School
Libertyville, Illinois 60048
Principal: Mr. Walter C. Hornberger
(312) 367-3100

Kentucky

Warren East High School
Bowling Green, Kentucky 42101
Principal: Mr. Joe H. Watkins
(502) 781-1277

Louisiana

Jewel M. Sumner High School
Kentwood, Louisiana 70444
Principal: Mr. Joseph Richardson
(504) 229-8805

Minnesota

Hastings Middle School
Hastings, Minnesota 55033
Principal: Mr. Leonard Schwartz
(612) 437-6111

Mississippi

George Washington Carver Middle School
Meridian, Mississippi 39304
Principal: Mr. Robert M. Markham
(601) 483-9381

R.H. Watkins High School
Laurel, Mississippi 39440
Principal: Mr. Don L. Grubbs
(601) 649-4145

Missouri

West Junior High School
Columbia, Missouri 65203
Principal: Dr. Muriel W. Battle
(314) 886-2760

Nebraska

Aquinas High School
David City, Nebraska 68632
Principal: Mr. David McMahon
(402) 367-3175

New Jersey

Toms River High School East
Toms River, New Jersey 08753
Principal: Mr. Richard J. Piscal
(201) 341-9200

St. Gregory the Great School
Hamilton Square, New Jersey 08690
Principal: Sister Nora M. Nash
(609) 587-1131

New Providence High School
New Providence, New Jersey 07974
Principal: Mrs. Jean Masters Juris
(201) 464-4700

New Mexico

Sandia High School
Albuquerque, New Mexico 87110
Principal: Mrs. Marilyn Zanetti
(505) 294-1511

New York

Fishkill Elementary School
Fishkill, New York 12524
Principal: Mr. L. Guy Barton
(914) 896-5950

Scotia-Glenville Junior High School
Scotia, New York 12302
Principal: Mrs. Anne B. Sterman
(518) 382-1263

Theodore Roosevelt High School
Bronx, New York 10461
Principal: Mr. Paul B. Shapiro
(212) 733-8100

Trinity Catholic School
Massena, New York 13662
Principal: Sister Mary Eamon Lyng
(315) 769-5911

St. John the Baptist
Brooklyn, New York 11206
Principal: Sister Mary Jane Raeihle
(718) 453-1000

Ohio

Centerville High School
Centerville, Ohio 45459
Principal: Mr. David McDaniel
(513) 439-3500

Toledo Central Catholic High School
Toledo, Ohio 43608
Principal: Mr. Michael J. Smith
(419) 255-2280

Oklahoma

Monte Cassino Middle School
Tulsa, Oklahoma 74114
Principal: Mr. Pete Theban
(918) 742-3364

Oregon

Waldport Elementary School
Waldport, Oregon 97394
Principal: Dr. Kathy Rhoden Godinet
(503) 563-3237

Banks High School
Banks, Oregon 97106
Principal: Mr. Gene Harp
(503) 324-2281

Pennsylvania

Ancillae-Assumpta Academy
Wyncote, Pennsylvania 19095
Principal: Sister Elizabeth McCoy
(215) 885-1636

Northgate Junior-Senior High School
Pittsburgh, Pennsylvania 15202
Principal: Mr. Jan R. Garda
(412) 734-8016

Texas

Spring High School
Spring, Texas 77373
Principal: Mrs. Gloria Marshall
(713) 353-3465

Louise Black Kindergarten School
Weslaco, Texas 78596
Principal: Mr. Humberto Saenz
(512) 968-1527

Texas (Continued)

Clear Spring Elementary School
San Antonio, Texas 78217
Principal: Mr. Richard E. Kirk
(512) 655-6055

Juan Linn Math and Science Magnet School
Victoria, Texas 77901
Principal: Mr. Steven Myers
(512) 578-0171

Willis High School
Willis, Texas 77378
Principal: Mr. Thomas Crowe
(409) 856-4571

Ingram Tom Moore High School
Ingram, Texas 78025
Principal: Mr. W. Buddy Collins
(512) 367-4111

Utah

Timpview High School
Provo, Utah 84604
Principal: Dr. Kay W. Laursen
(801) 374-4880

West High School
Salt Lake City, Utah 84103
Principal: Mr. Harold J. Trussel
(801) 355-5347

Virginia

B.C. Charles Elementary School
Newport News, Virginia 23602
Principal: Mrs. Lucy Ann W. Hancock
(804) 886-2577

Washington

Chief Leschi High School
Tacoma, Washington 98404
Principal: Mr. Don Renwick
(206) 593-0219

Wisconsin

Burlington Junior High School
Burlington, Wisconsin 53105
Principal: Mr. James Gulla
(414) 763-7655

Little Chute Middle School
Little Chute, Wisconsin 54140
Principal: Mr. Donald L. Bangert
(414) 788-3502

Drug-Free School Recognition Program Winners—1987–88

Alabama

Mountain Brook Junior High School
Birmingham, Alabama 35213
Principal: Mr. Gary Rickard
(205) 871-3516

Arizona

Flowing Wells High School
Tucson, Arizona 85705
Principal: Mr. Nicolas Clement
(602) 887-1100

California

Commodore Stockton Skills School
Stockton, California 95202
Principal: Ms. Nancy Mettler
(209) 944-4326

Saint Joseph School
Redding, California 96001
Principal: Sister Kathleen McCarthy
(916) 243-2302

Florida

Palmetto Junior High School
Miami, Florida 33156
Principal: Mr. Richard Kilmer
(305) 238-3911

Georgia

Crabapple Middle School
Roswell, Georgia 30075
Principal: Dr. Doris Robertson
(404) 993-2225

Illinois

Belleville Township High School West
Belleville, Illinois 62223
Principal: Mr. Jerry Turner
(618) 233-5070

Belleville Township High School East
Belleville, Illinois 62221
Principal: Mr. Fred Curtis
(618) 235-3300

Oliver Wendell Holmes Junior High School
Wheeling, Illinois 60090
Principal: Mr. Avi Poster
(312) 520-2790

New Trier Township High School
Winnetka, Illinois 60093
Principal: Mr. Ralph McGee
(312) 446-7000

Kentucky

Bowling Green High School
Bowling Green, Kentucky 42101
Principal: Mr. W.A. Franklin
(502) 842-1674

Louisiana

Larose-Cut Off Junior High School
Larose, Louisiana 70373
Principal: Mr. Phillip Collins
(504) 693-3273

Michigan

Southfield High School
Southfield, Michigan 48034
Principal: Mr. Daniel Hogan
(313) 423-8547

Adrian High School
Adrian, Michigan 49221
Principal: Mr. Gerald Burg
(517) 263-2181

Minnesota

Minnetonka High School
Minnetonka, Minnesota 55345
Principal: Dr. Amy Mook
(612) 470-3500

New Jersey

Fort Lee High School
Fort Lee, New Jersey 07024
Principal: Mr. John Richardson
(201) 585-4675

New York

St. Edward Confessor
Syosset, New York 11791
Principal: Sister Margaret Hartigan
(516) 921-7767

North Dakota

Fargo South High School
Fargo, North Dakota 58103
Principal: Dr. Richard Warner
(701) 241-4711

Ohio

Shore Junior High
Mentor, Ohio 44060
Principal: Mr. Neil Sharp
(216) 255-4444

Jones Middle School
Upper Arlington, Ohio 43221
Principal: Mr. Edward Orazen
(614) 486-0621

St. Charles School
Lima, Ohio 45805
Principal: Ms. Kathleen Seitz
(419) 222-2536

Oklahoma

Kelley Elementary School
Moore, Oklahoma 73160
Principal: Mr. Mike Messerli
(405) 794-7255

Rhode Island

Tiogue Elementary School
Coventry, Rhode Island 02816
Principal: Mr. John Ruzanski
(401) 823-7930

South Carolina

Spring Valley High School
Columbia, South Carolina 29223
Principal: Dr. W.B. Nesbit
(803) 788-3550

Texas

Pleasanton Elementary School
Pleasanton, Texas 78064
Principal: Mr. Arth Whitley
(512) 569-3083

Utah

Northwest Intermediate School
Salt Lake City, Utah 84116
Principal: Mr. James McCoy
(801) 533-3058

Virginia

John Handley High School
Winchester, Virginia 22601
Principal: Dr. Benjamin Miller
(703) 662-3471

Newsom Park Middle School
Newport News, Virginia 23607
Principal: Ms. Jean Beckerdite
(804) 599-8955

Wyoming

Natrona County High School
Casper, Wyoming 82601
Principal: Mr. Byron Moore
(307) 577-0330

Dean Morgan Junior High School
Casper, Wyoming 82601
Principal: Mr. James Clark
(307) 577-4440

APPENDIX B

1988–89 Drug-Free School Recognition Program Steering Committee Members

Dr. Willard Alls
Pharmacist
Mayfield Community Hospital
Murray, Kentucky

Liston Knowles
Principal
Roxborough High School
Philadelphia, Pennsylvania

Jean Newberry
President
Coastal Bend Families in Action
Corpus Cristi, Texas

Robert Stutman
Special Agent in Charge
U.S. Department of Justice/Drug Enforcement Administration
New York, New York

Wendy H. Borcherdt
President
Borcherdt and Associates
Los Angeles, California

Anne Meyer
President
National Federation of Parents for Drug-Free Youth
Deerfield, Illinois

Dr. Carol Sager
President
Sager Educational Enterprises
Chicago, Illinois

Dr. Harold Voth
Chief of Staff
Veterans Administration Hospital
Topeka, Kansas

APPENDIX C

1988–89 Drug-Free School Recognition Program Review Panelists/Site Visitors

Harold E. Adams
Roosevelt, New York

Van Alessandro
Boulder, Colorado

Beverly Barron
Odessa, Texas

Dr. Winton H. Beaven
Kettering, Ohio

Olivia H. Calhoun
Lanham, Maryland

Terry R. Campbell
Omaha, Nebraska

Victoria Z. Campbell
Chevy Chase, Maryland

James A. Clark
Casper, Wyoming

Kathy Clark
Zionsville, Indiana

Br. Michael Collins
St Paul, Minnesota

J.D. Creason
Lincoln, Nebraska

John A. Cupp, Jr.
Chattanooga, Tennessee

Andy Devine
Toledo, Ohio

David Allen Dobrotka
Chisago City, Minnesota

James L. Dunn
Dover, New Hampshire

Constance Watkins Elliott
Nashville, Tennessee

Dr. Thomas Enderlein
Shippensburg, Pennsylvania

Ellen Ficklen
Washington, DC

Frances Flippen
Washington, DC

William A. Franklin
Bowling Green, Kentucky

Dr. Herman Garcia
Lubbock, Texas

Larry R. Goebel
Los Angeles, California

Gerald S. Gurney
Silver Spring, Maryland

Sr. Margaret Ann Hartigan
Syosset, New York

Julia Harvard
Jacksonville, Florida

Richard Hayton
Jefferson City, Missouri

Sharon R. Heatly
Norman, Oklahoma

Gregory G. Howard
Lexington, Kentucky

Steve Huggins
McLeansboro, Illinois

Mary Lou Jensen
Minnetonka, Minnesota

Dr. Bernard Lall
Berrien Springs, Michigan

Sr. Mary Joseph McAllister
East Brunswick, New Jersey

James William McCoy
Orem, Utah

Rev. Joseph T. Merkt
Louisville, Kentucky

Dorothy Miller
St. Clair Shores, Michigan

Francis Nakano
Los Angeles, California

Martin Ortiz
LaHabra, California

Donald E. Ostendorf
Redding, California

Wayne M. Oyler
Salem, Virginia

Dr. Lee Etta Powell
Cincinnati, Ohio

Carol A. Radtke
Columbus, Ohio

Garry Elvin Rickard
Birmingham, Alabama

Kenneth E. Robbins
Fountain Hills, Arizona

Earl P. Schubert
Annapolis, Maryland

Neil J. Sharp
Mentor, Ohio

Sally Ann Shields
Saugerties, New York

William Duane Sollie
Meridian, Mississippi

Gayle E. Speirs
Fresno, California

Katie True
Lancaster, Pennsylvania

Jerry (Gerald B.) Turner
Belleville, Illinois

Alvin Vanden Bosch
South Holland, Illinois

Michael Vann
Belcourt, North Dakota

Billy L. Walker
Indianapolis, Indiana

Richard B. Warner
Fargo, North Dakota

Atha Webster-Gay
Shawnee, Kansas

Princess Whitfield
Washington, DC

Dr. Lewis A. Wills
Lawrenceville, Georgia

Marcia Wilson Peterson
Salt Lake City, Utah

Laura Wittstock
Minneapolis, Minnesota

Nicky Wolman
Boulder, Colorado

Barbara Yasnoff
Western Springs, Illinois

Carole S. Young
Dallas, Texas

Max W. Zeller
Casper, Wyoming

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